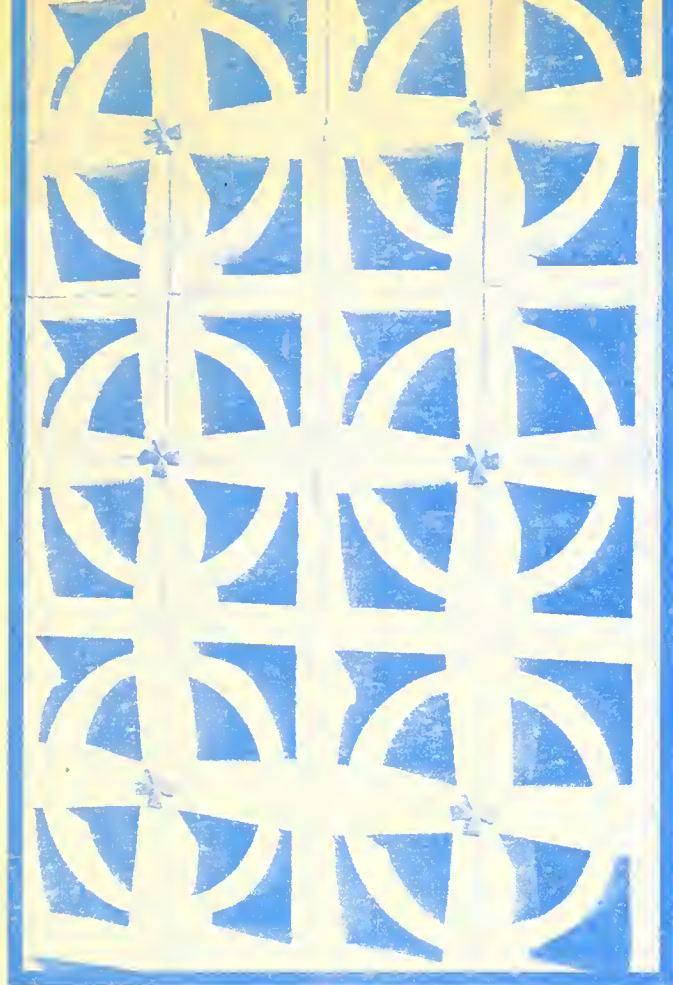


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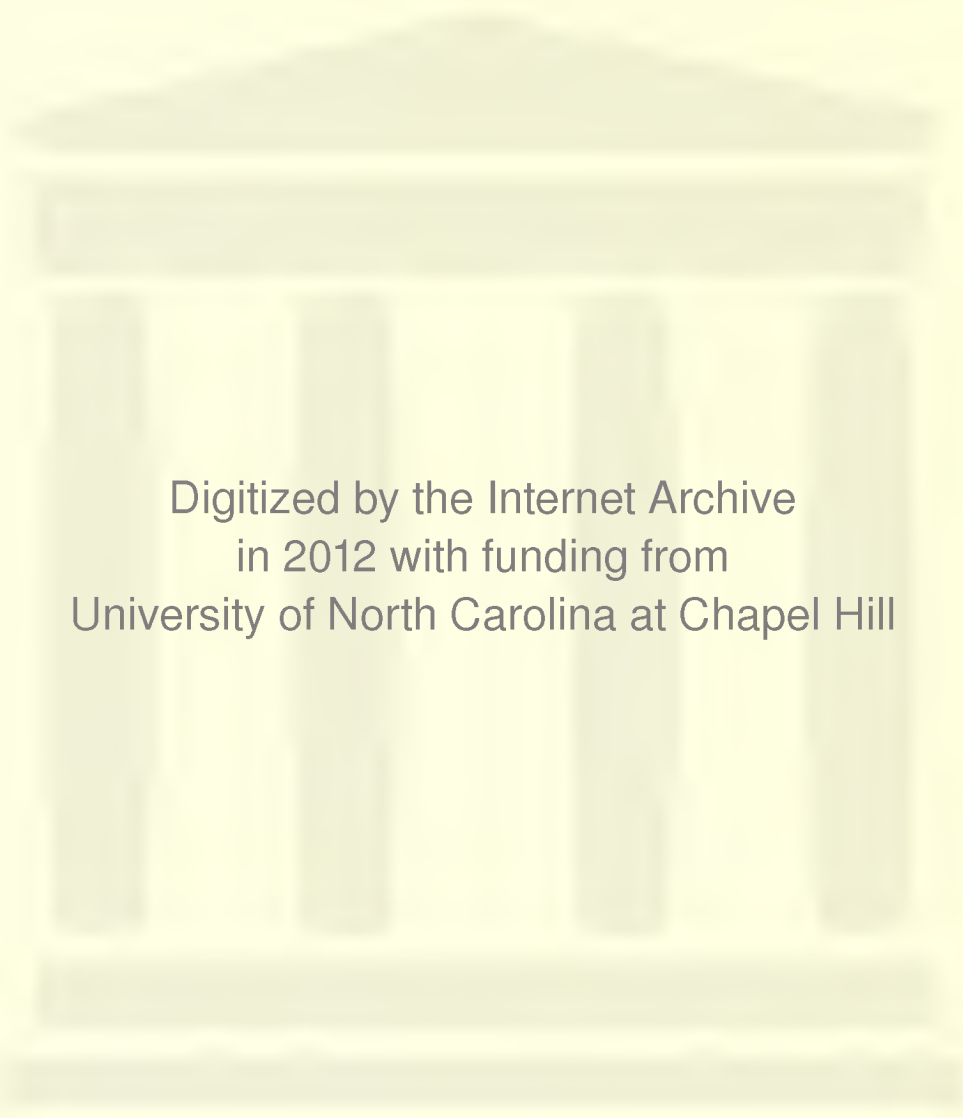
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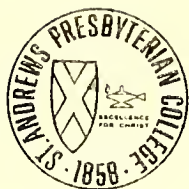
*David F. Hall*

# **ST. ANDREWS HANDBOOK FOR STUDENTS**

**1965 - 1966**



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ST. ANDREWS  
PRESBYTERIAN  
COLLEGE

HANDBOOK  
FOR  
STUDENTS

1965-66



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## PREFACE

. . .from the College Charter . . .

St. Andrews Presbyterian College "shall exist in perpetuity for the purpose of nurturing and strengthening faith in Christ as Saviour and Lord, of promoting Christian education, and of extending the influence of liberal education of high quality. To this end it will ever maintain an emphasis upon Christian living and scholarship in an academic community made up of persons dedicated to the promulgation and practice of Christian ideals in all areas of life."

. . .from the College Catalog . . .

"St. Andrews Presbyterian College represents a new venture in Christian higher education. To justify the faith of its founders, St. Andrews must challenge complacency and mediocrity in all of life. It seeks to combine without apology the love of God and the love of learning, the spiritual and the intellectual, and is committed to the pursuit of excellence in its academic, its social, and its religious program."

More specifically the objectives of the educational experiences provided at St. Andrews are the following:

- (1) A disciplined, informed and inquiring mind, marked by the ability to think clearly and to express ideas effectively.
- (2) A breadth of intellectual sympathy that includes awareness of the major cultural achievements of Western civilization and of the emerging non-Western countries.
- (3) A growing and informed Christian faith that finds expression in genuine commitment to the Church, and in the work to which its graduates are called.
- (4) An intelligent concern for Christian and democratic values in personal relations, and in national and international affairs.
- (5) A desire for continued intellectual, moral and spiritual growth.
- (6) Physical fitness and vitality.





ST. ANDREWS



PRESBYTERIAN COLLEGE

LAURINBURG, NORTH CAROLINA

OFFICE OF THE PRESIDENT

To All Members of the Student Body:

Welcome to St. Andrews!

Each fall I feel a new excitement as we approach the opening of school. There will be new faculty members, new students in all classes, new courses, and above all, new opportunities for lifting our horizons and looking into new fields of knowledge. There also will be old friends to welcome us back.

It is my hope that each of you will look upon the experience which lies before you this year from an adult point of view. A college is not for children. It is for adults and we treat you like an adult until you make us treat you like a child.

Here are some childish attitudes which all have to discard if we are to mature and grow up: that all study is hard and anything that is hard is bad; that the faculty is your enemy and you must take a stance of resistance against them; that the administration is here to curb your freedom and act as policemen.

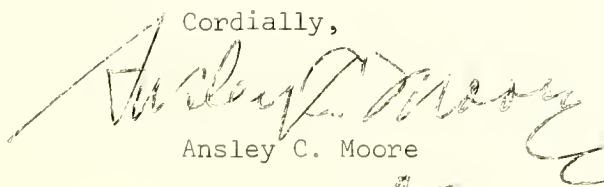
One of your problems on campus will be your new-found freedom. There are no baby-sitters in college, no one to watch over your study habits, to tell you when to start work on that paper which is due next week, that exam which is just ahead, or that assignment which comes up tomorrow.

Right at this point it may be well to remind you that those students who still have one foot in childhood usually threaten to leave school. These are the drop-outs you've heard so much about. They simply lack the stamina to keep at it when the going gets rough. If you fold up at this point and go home, or if you wander from college to college looking for a soft place to land, you are establishing a pattern of failure which may haunt you the rest of your life.

Remember that St. Andrews is a church college, owned by the Presbyterians of North Carolina. You are their guests here. The church expects certain things of us because we are a Christian institution. I am certain that you will respect this and will act accordingly.

We are here to help. I hope you have a good year. Bless you, knights of St. Andrews!

Cordially,



Ansley C. Moore



T . A N D R E W S



RESBYTERIAN COLLEGE

LAURINBURG, NORTH CAROLINA

Welcome to a new year at St. Andrews!

The Student Association officers seek your support in our joint endeavor to develop, nurture, and augment a sense of maturity with which we may face our concerns, obligations, and responsibilities as college youth.

Our new SASA Constitution commits us, as students, to share these concerns, obligations, and responsibilities with the Faculty and Administration. Our corporate college experience should, among other things, enable us to recognize a community in which each person is dedicated to the challenge of complacency and mediocrity in all phases of his life. This community is not achieved through a purposeful intent to set up classes, meetings, or "bull sessions" which easily lapse into a state of stagnancy or monotony. Rather, it is a dynamic, creative process in which meaningful dialogue can occur among all persons.

This concept of mutuality is idealistically valuable, yet can only be incorporated as a communal reality with the sincere commitment of each member of this student body. The Student Association exists to serve you; your ideas and suggestions are not only welcome, but vitally needed. Demonstrate your maturity by taking a vital interest in that aspect of your college experience which encourages your imaginative self-expression through self-government.

I offer best wishes for the coming year.

Sincerely,

*Tommy Beason*

Tommy Beason  
Student Association President



T . A N D R E W S



RESBYTERIAN COLLEGE

LAURINBURG, NORTH CAROLINA

Dear Student:

The 1965-66 Handbook for Students, which you now have in your possession, will be an essential source of information for you during the coming year. This handbook contains more than college regulations and rules. It contains the guiding philosophy which stands behind all policies. Within the following pages you will find virtually all the information which you need and which, if you are an entering freshman, you should share with your parents. Of course, you will find it necessary at times during the year to ask your adviser or an administrative staff member to give you additional information, but your first point of reference should be the handbook. Also, a lack of knowledge of college policy and procedure, specifically spelled out in this handbook, will be to your disadvantage.

Entering freshmen will be required to take a test on the handbook at the beginning of the fall semester. The test will cover that information which will most directly affect your life as a student. During the Orientation period, times will be arranged for discussion and answering questions.

We would like to thank all members of the handbook committee for their help and cooperation in the preparation of this handbook. These students will be available in the fall and will assist in the orientation to the handbook.

We extend our best wishes to you for academic 1965-66.

Sincerely,

*Al Thomas*

Al Thomas, Chairman,  
Handbook Committee

*Evelyn Morris*

(Miss) Evelyn Morris,  
Adviser

Handbook Committee:

Carolyn Ebhardt     Billy Miller  
Sue Hunnicutt     John Ogle  
Randee Russell







## INTRODUCTION





CALENDAR - 1965-66  
First Semester

September

9-10, Thursday-Friday	-Faculty Conference
12, Sunday	-New Students Arrive
13-15, Monday-Wednesday	-Orientation of New Students
14-15, Tuesday-Wednesday	-Returning Upperclassmen Arrive
15-16, Wednesday-Thursday	-Upperclass Registration
16, Thursday	-New Student Registration (a.m. and p.m.)
16, Thursday	-Opening Convocation (7:00 p.m.)
17, Friday	-Classes Begin (8:00 a.m.)
26, Sunday	-President's Reception for New Students (3:00 - 5:00 p.m.)
29, Wednesday	-Last Day for Upperclassmen to Drop or Add Courses (5:00 p.m.)

October

6, Wednesday	-Last Day for Freshmen to Drop or Add Courses (5:00 p.m.)
30, Saturday	-Parents' Day

November

8-13, Monday-Saturday	-Mid-Semester Testing
16, Tuesday	-Mid-Semester Grades Due in Registrar's Office
*19-20, Friday-Saturday	-Graduate Record Examination (8:30 a.m.-5:00 p.m.)
24, Wednesday	-Thanksgiving Recess Begins (1:00 p.m.)
29, Monday	-Classes Resume (8:00 a.m.)

December

18, Saturday	-Christmas Recess Begins (1:00 p.m.)
--------------	--------------------------------------

January

3, Monday	-Classes Resume (8:00 a.m.)
19, Wednesday	-Reading Day
20-27, Thursday-Thursday	-First Semester Examinations
30, Sunday	-New Students for Second Semester Arrive

\*Required for All Seniors: Either of the 2-Day Series May Be Selected



Second Semester  
1965-66

February

- |              |  |
|--------------|--|
| 1, Tuesday   | -Registration for Second Semester                              |
| 2, Wednesday | -Classes Begin   |
| 14, Monday   | -Last Day for Upperclassmen to Drop or Add Courses (5:00 p.m.) |
| 21, Monday   | -Last Day for Freshmen to Drop or Add Courses (5:00 p.m.)      |

March

- |                        |   |
|------------------------|---|
| 7-18                   | -Application Period for 1966-67 Resident Assistants (Office of Student Affairs) |
| 21-26, Monday-Saturday | -Mid-Semester Testing   |
| 26, Saturday           | -Spring Recess Begins (1:00 p.m.)   |
| 31, Thursday           | -Mid-Semester Grades Due in Registrar's Office                                  |

April

- |            |  |
|------------|--|
| 4, Monday  | -Classes Resume (8:00 a.m.)  |
| 5, Tuesday | -1966-67 Resident Assistants Reserve Rooms (Office of Student Affairs)             |
| 6-20       | -Presently Enrolled Students Reserve Rooms for 1966-67 (Office of Student Affairs) |

May

- |                              |  |
|------------------------------|--|
| 7, Saturday                  | -Alumni Day  |
| *13-14, Friday-Saturday      | -Graduate Record Examination (8:30 a.m.-5:00 p.m.) |
| 20-21, Friday-Saturday       | -Sophomore Testing Program (General Culture Test)  |
| 25, Wednesday                | -Reading Day                                       |
| 26-June 2, Thursday-Thursday | -Second Semester Examinations                      |

June

- |            |  |
|------------|--|
| 5, Sunday  | -Baccalaureate Sermon and Graduation Exercises |
| 15-July 19 | -First Session of Summer School                |

July

- |              |                                  |
|--------------|----------------------------------|
| 20-August 23 | -Second Session of Summer School |
|--------------|----------------------------------|

\*Required for All Seniors: Either of the 2-Day Series May be Selected

Student Association

The major agencies of the Student Association and their leaders are listed below:

The Cabinet:

President-----Tommy Beason (also President of the Student Body)  
 Vice-President-----Minnie Kelly (also President of the Senate)  
 Secretary-----Scottie Warren  
 Treasurer-----Bob Anderson  
 Inter-Dormitory Council-----Bruce Robertson  
 Student Center Board----Evann Rowe  
 Student Christian Council-----Brenda Keel  
 Student Judiciary Board----Carolyn Roberts  
 Intramural Sports Council-----Barry Snyder  
 Advisers-----Dean Hester and staff

The Student Judiciary Board:

Chairman-----Carolyn Roberts  
 Secretary-----Peg Miller  
 Cheryl Monroe  
 Susan Sory  
 Bill Townsend  
 Advisers---Mr. Skinner, Miss McQueen

Student-Faculty Appellate Board:

Chairman----Frances Bounous  
 Secretary----Caroline Clower  
 Janet Smoak  
 Mr. Geffert  
 Mr. Wells

The Senate:

President----Minnie Kelly  
 President Pro Tem----Walter Barefoot  
 Secretary----Monica Doerr  
 Parliamentarian----Jeff Vandergrift  
 Advisers----Dr. Alexander, Mr. Ludlow

Albemarle

Lee Accettullo  
 Monica Doerr  
 Gail Gillam

Concord

Linda Brock  
 Zoe Ann Lawson  
 Alice Ragland

Granville

Ann Lowman  
 Pam Neal  
 Molly North

Kings Mountain

Ronald Gore  
 Marshall Pickens

Mecklenburg

Jimmy Dallas  
 John Ogle  
 Joe Overton

Orange

Stuart Dodson  
 Robbie Tatum  
 Sara Jo Todd

Wilmington

Cheryl McNeill  
 Susan Rogers  
 Angela Stronach

Winston-Salem

Bill Barry  
 Norman Blanchard  
 Roger Pike

Joint Representatives:

Mecklenburg and Wilmington----Al Thomas  
 Winston-Salem and Concord----Walter Barefoot

Class Representatives:

Senior Class-----Jeff Vandergrift  
 Junior Class-----Ann Deifell  
 Sophomore Class-----Ed Butterworth  
 Freshman Class-----to be elected

Day Student Representative-----Laurence Smith

Inter-Dormitory Council:

President-----Bruce Robertson (Winston-Salem)  
 Vice-President-----Steve Wainscott (Kings Mountain)  
 Secretary-Treasurer-----Pam Floyd (Wilmington)  
 Bob Armour (Mecklenburg)  
 Eleanor Brown (Aldemarle)  
 Mary Fisher (Granville)  
 Tony Leonard (Orange)  
 Mary Raine Sydnor (Concord)  
 Advisers---Miss McQueen, Mr. Wells

Student Center Board:

President-----Evann Rowe  
 Vice-President-----Ted Foy  
 Secretary-----Judi Lawson  
 Treasurer-----Bill Wyatt  
 Committee Chairmen:  
 Dance-----Warren Moseley  
 Graphic and Performing Arts-----Lillian Phillips  
 House-----Judi Kline  
 Publicity-----Brenda Cochrane  
 Special Events-----Lynn Terry  
 Advisers---Miss McQueen, Mr. Wells

Student Christian Council:

President-----Brenda Keel  
 Vice-President-----Helen McPhail  
 Secretary-----Carolyn Thomasson  
 Treasurer-----Caroline Lewis  
 Adviser-----Mr. Davenport

Intramural Sports Council:

President----Barry Snyder  
Vice-President----to be elected  
Secretary----to be elected  
Treasurer----to be elected  
Adviser----Mr. Hackney

Orientation Committee:

Co-Chairmen----Lillian Phillips, Jim Smith  
Jim Garvin                      Minnie Smith  
Judy Maurer                    Jeff Vandergrift  
Adviser: Dean Hester

Student Life Committee:

Tommy Beason, Walter Barefoot, Meredythe Lawrence, Bill Perryman,  
Diane Huff, Judy Maurer, Dr. Ralph Hester, Chairman, Dr. Alexander,  
Dr. Hawk, Miss Newton, Mr. Skinner, Mr. Abernathy, Miss McQueen

Handbook Committee:

Chairman----Al Thomas  
Carolyn Ebhardt  
Sue Hunnicutt  
Bill Miller  
John Ogle  
Randee Russell

Officers-Class of 1966:

President----Jerry Hurst  
Vice-President----Jeff Vandergrift  
Secretary-Treasurer----Cam Stewart

Officers-Class of 1967:

President----Jim Burby  
Vice-President----Ann Diefell  
Secretary-Treasurer----Vicki Young

Officers-Class of 1968:

President----Bill Minnie  
Vice-President----Ed Butterworth  
Secretary-Treasurer----Carol Weaver

Dormitory Social Chairmen:

Albemarle----Gwyn Coble  
Concord----Carol Crawford  
Granville----Ellen James  
Wilmington----Debbie Franklin  
Orange----to be elected  
Mecklenburg----Dick Stone  
Kings Mountain----Frank Reid  
Winston-Salem----Brian Weger

NOTE: Vacancies existing since last spring and those which may occur in the meantime will be filled in a general fall election on an early date set by the Student Cabinet in cooperation with the Elections Board.

### The College Administration

The Administrative Staff leaders, listed below, with assistants as indicated in various areas of operation at St. Andrews, are the official representatives of Dr. Ansley C. Moore, President of the College, for overall coordination of the functions with which they are identified. Mrs. Jacqueline H. Singleton serves as secretary to the President.

#### Academic Affairs

Dr. Robert F. Davidson serves as official in charge when the President is absent from the campus. Dr. Davidson is Dean of the College, serves as Chairman of the Faculty Executive Committee, and is the official representative of the faculty in matters of an academic nature which students may raise or wish to appeal. Mrs. Fern Gillis serves as secretary to the Dean of the College. Major college operations, which are a part of the functions coordinated by the Dean of the College, follow:

1. College Library, Mrs. Carl Bennett, Acting Librarian:  
All Services relating to library circulation, acquisition of new publications for the library, and related matters. See also the "College Library" in Section C of this handbook.
2. Office of the Registrar, Mr. Edward Gross, Registrar and Mrs. Margaret Hurley, Assistant Registrar:  
All academic records, official transcripts, absence and attendance reports, grade reports, and related matters which concern the academic status of students. The Office of the Registrar is the point of reference for questions relating to academic registration and for initiation of course adds and drops and for readmission applications. See also the "Academic Guides" in Section B of this handbook and the official College Catalog.
3. Summer School and Adult Education, Dr. Louis C. LaMotte, Director: Overall coordination of these special education programs, including evening class registration for other than regularly enrolled students seeking degree program study and credits.
4. Academic Division matters, including questions relating to transfer and to major field concentration, should be referred to the Division Chairman who coordinates the various subject fields indicated below:
  - a. Division of Education and Psychology:  
Dr. John P. Daughtrey, Chairman.



- b. Division of History and Social Science:  
Dr. Harry L. Harvin, Chairman.
  - c. Division of Language and Literature:  
Dr. W. D. White, Chairman
  - d. Division of Music, Art and Drama:  
Mr. Franklin West, Chairman.
  - e. Division of Natural Science and Mathematics:  
Dr. Fred West, Acting Chairman.
  - f. Division of Religion and Philosophy:  
Dr. Leslie Bullock, Chairman.
  - g. Division of Physical Education:  
Mr. Rufus Hackney, Chairman.
5. Admissions Office, Mr. Decker, Dean of Admissions (see below) serves also as Assistant Dean of the College and assists Dean Davidson in the various academic operations listed above and may be seen for consultation as designated by the Dean of the College.
6. Dean Davidson and Dean Decker are liaison officers for referral in matters relating to academic policy and procedures of interest to students, particularly as such matters may relate to Faculty Executive Committee business.

#### Admissions

Mr. Decker serves as Chairman of the Admissions Committee and coordinates student recruitment and relations with churches and high schools in matters relating to the admission of students, campus visitations, and related affairs. The admissions staff follows:

- 1. Mr. H. W. Vandersall, Admissions Counselor
- 2. Mr. Benjamin Brockwell, Admissions Counselor
- 3. Mr. Robert Crawford, Admissions Counselor
- 4. Mr. Norman Foxworth, Admissions Counselor
- 5. Miss Mary Wells McNeill, Associate Director of Admissions
- 6. Secretarial Staff Members:
  - Mrs. Gladys David
  - Mrs. Virginia McKinnon

#### Business and Financial Affairs

Mr. Silas Vaughn is College Business Manager and is overall head of the various operations relating to financial, plant management, and student services relating to the Bookstore and Post Office. Other operational units, and staff assistants providing leadership in the area residing with the Business Manager are:



1. Mr. Herbert Hanna, Campus Engineer, is in charge of plant equipment, construction, repair, and utilization of equipment and vehicles necessary for maintaining the campus, its buildings and grounds. As primary assistant to Mr. Vaughn for safety and security, Mr. Hanna coordinates campus security and emergency plans for the well-being of the campus, its personnel and property.
2. Mr. Lindsey Thomas, Accountant, Office of the Business Manager, serves as the point of referral in matters relating to financial accounts of students and student groups.

Note: Contracts for services or solicitations require the approval of the Business Manager, who, with his staff, coordinates changes relating to buildings, equipment, grounds and specialized services (stenographic, etc.)

3. Mr. Bernard W. Kerrick, Food Service Director, is responsible for operation of the college cafeteria, snack bar and vending service. He is also responsible for catering of special event feeding and of determining menu composition and prices of food items served at special functions. Mr. Kerrick is the business manager's representative for coordinating all food service activities on campus.
4. Business Office Staff:
  - a. Mrs. Alice Hunt, Secretary to Mr. Vaughn
  - b. Mr. Harlan Conn, Assistant to the Business Manager and Head of Bookstore-Post Office Operations
  - c. Mrs. Sarah Logan
  - d. Mrs. Jewel Peacock
  - e. Miss Rebecca Perkins
  - f. Mrs. Peggy Tapp, Secretarial Pool

#### Development and Public Relations

Mr. Stan Bell is Director of Development and in such position provides over-all coordination for development of the college, its assets and resources, for relations with the various publics of the college, and for news and publications. Mr. Bell's staff includes the following:

1. Mr. Badger Johnson, Associate Development Officer
2. Mr. Jack Abernathy, Director of News, Publicity, and Publications
3. Mr. Fred Carlson, Coordinator of Gifts and Trusts
4. Mrs. Ruth A. Grovenstein, Alumni Secretary
5. Mrs. Janet Hord, Offset-Addressograph Operator
6. Mrs. Cora Terry, Campaign Secretary
7. Mrs. Elta Wilkinson, Secretary

## Student Affairs

Dr. Ralph G. Hester, Dean of Students, serves as over-all coordinator of those out-of-class affairs of students which are not provided for in the functions of other staff and faculty officials as indicated in the previous sections. Assisting Dean Hester as primary points of reference for particular areas of student life are the following:

1. Miss Patricia G. McQueen, Assistant Dean of Students and primary staff liaison for women's affairs and counseling, is staff leader for matters relating to student activities and organizations, calendaring of social-recreational programs, women's residence life affairs, and in a coordinate position with Assistant Dean Wells (see below), staff leader and adviser for the Inter-Dormitory Council, Student Center Board, and the campus judicial bodies. She serves as secretary of the Student Life Committee, as a staff liaison for all special committees concerned with student life affairs, and in close relationships with other Deans in considerations relating to student welfare.
2. Mr. George Richard Wells, Assistant Dean of Students and primary staff liaison for men's affairs and counseling, is staff leader for matters relating to the student government program, matters of particular concern to men's affairs, and as staff liaison to the Business Manager's staff regarding physical plant operation, maintenance, security, and the several auxiliary services which relate primarily to financial accounts and buildings and grounds. Mr. Wells, with Miss McQueen, serves in an advisory capacity to the Inter-Dormitory Council, Student Center Board, and the campus judicial bodies. He is staff liaison for military affairs of a non-academic nature, for off-campus relations involving students, and otherwise in a coordinate position with Miss McQueen for administration of the Office of Student Affairs in consideration of matters regarding student conduct and well-being.
3. Mr. John B. Hiott, Director of Financial Aid, is the appropriate point of reference for matters relating to student financial assistance and for part-time and vacation-time employment off campus. He is secretary of the Committee on Financial Aid and is primary administrator of the total program of grants, loans, and workships which involve, directly or indirectly, college funds and resources made available to the college. Questions relating to financial aid of any nature for students should be referred to Mr. Hiott.

Other personnel available for assistance in the student affairs areas and offices are the following:

1. Mrs. Elizabeth Dove, Student Center Hostess
2. Mrs. Betty Parker, Secretary to Miss McQueen and Mr. Wells
3. Miss Betty Stone, Secretary to Dean Hester.

Particular relationships of the Dean of Students and staff with other student services (e.g., Health Services, the Student Association, etc.) are listed under sections of this handbook which specifically relate to such services.

### The College Faculty

Representatives of the St. Andrews faculty work with the Dean of the College and the Dean of Students in two primary areas of interest to students. In matters of academic affairs, the student's point of referral is the Faculty Executive Committee through the Dean of the College, who serves as its Chairman, or through Dr. Harvin, who serves as its Secretary. In non-academic affairs not specifically residing with others (e.g., the Business Manager and his staff are the proper points of referral for such things as financial accounting, requisitioning of funds and supplies, plant equipment and maintenance, and auxiliary services), the student's point of referral is the Student Life Committee through the Dean of Students, who serves as its Chairman, or through Miss McQueen, who serves as its Secretary. In matters of major discipline, or review or appeal of Student Judiciary Board judgments, the joint Student-Faculty Appellate Board is the student's point of referral. Assistant Dean McQueen and Professor Geffert, and Assistant Dean Wells and Mr. Skinner are the staff and faculty representatives, respectively, for the two major judicial bodies. (For description of basic judicial policies and procedures, see Section B of this handbook.)

Faculty/Staff members authorized for 1965-66 for the two primary committees charged with overall authority and responsibility in matters of most frequent concern to students follow:

1. Faculty Executive Committee:

Dean Robert F. Davidson, Chairman, Dr. Harry L. Harvin, Secretary, Dr. William Alexander, Dr. Carl Bennett, Dean Rodger Decker, Mr. Carl Geffert, Dean Ralph Hester, Dr. Helen Rogers and Dr. Ansley C. Moore (ex officio).

2. Student Life Committee:

Dean Ralph G. Hester, Chairman, Miss Patricia G. McQueen, Secretary, Mr. Jack Abernathy, Dr. William Alexander, Dr. David Hawk, Mr. S. B. Skinner.

Student members of this group are those listed in the Student Association portion of the handbook.

Students are urged to maintain frequent contact with assigned Faculty Advisers who are anxious to discuss personal as well as academic matters with their advisees. Faculty Advisers, as do all staff and faculty personnel, maintain office hours for conferences with students; however, students should plan appointment times in order to be assured of having sufficient time for full consideration of matters of interest. Except for discussion and distribution of grade reports, other meetings of Advisers and Advisees are to be arranged by the students concerned.





**BASIC**

**COLLEGE**

**REGULATIONS**





## GENERAL GUIDES

Insofar as possible, specific rules are kept to a minimum in favor of statements of basic principles. Through their representative leaders, students are encouraged to assist in formulation of college regulations which are designed to promote the general welfare and well-being of all students, the College, its programs, personnel and property. Recommendations for change, when cleared by the appropriate student, or administrative, or faculty group, or by a joint group having operational leadership, so delegated, are subject to final review and action by the President of St. Andrews.

The following basic guides cite the fundamental principles for student conduct in academic and out-of-class relations:

1. All students are expected to remain in good standing, academically and as citizens, to continue at St. Andrews. Regular attendance at classes, at chapel, and at other assemblies as scheduled exemplify an essential aspect of this principle. (See the latter part of this Section for attendance regulations.)

2. High moral standards in personal behavior are expected. Dishonesty, gambling, hazing and profanity, are not acceptable in a Christian educational setting, nor may students use or possess alcoholic beverages on campus or at College events off campus. Further, any conduct of a nature which draws attention to one's self whether on or off campus, and which shows obvious disregard for the reputation of other students or the College, whether drinking or otherwise, will subject the student to appropriate action. The appropriate judicial authorities of the College will exercise judgment subject to review by the President of St. Andrews or his official representative.

3. Good citizenship is exemplified by the student's cooperation with his fellow student leaders, with college officials, and with others in positions of authority and responsibility for protection of the general well-being of persons and property. Observance of the various regulations of the College, coupled with good common-sense judgment when in doubt will protect one from embarrassment in regard to citizenship expectations.





## ACADEMIC GUIDES

## 1. Registration

Toward the close of each semester, every student must plan his course program for the succeeding semester (and summer school, when appropriate) in conference with his Faculty Adviser. New students confer with their Faculty Advisers during the orientation period. Final registration is completed at designated times for all students at the beginning of each semester. All courses and changes in course program must be approved by the Faculty Adviser.

## 2. Course Load

The normal student load is 15 or 16 credit hours per semester, not including physical education and choir. Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the Faculty Adviser. Application for more than 17 hours must be made to the Dean of the College with the approval of the Faculty Adviser. Under no circumstances will a student be permitted to take more than 19 semester hours. Students who are placed on academic probation carry 12 to 14 hours. Regularly enrolled students must carry a minimum of 12 semester hours, not including physical education or choir. If a student's course enrollment falls below this minimum, he may be asked to withdraw from the college. If for some approved reason a student is registered for less than 12 semester hours, he is classified either as a special degree student, or as a special non-degree student.

## 3. Class Attendance

Regular and punctual attendance at all classes and laboratories is expected of members of the student body. Daily reports of class absences in 100 and 200 level courses are to be filed by each instructor with the Registrar. (For reporting absences in 300 and 400 level courses, see item b., below.) No instructor has the authority to excuse a student from class.

- a. Fifteen per cent rule (for 100 and 200 courses). No student may miss more than 15% of the meetings of any class, or 15% of the meetings of any laboratory, whether the absences are excused or unexcused, except as hereinafter provided. If for any reason or combination of reasons, a student is compelled to be absent from more than 15% of the meetings in a course, he must arrange with the instructor a plan to be approved by the Faculty Executive Committee for making up the work. Except in the case of illness, this arrangement should be made in advance. The instructor will be the sole judge of whether the work can be made up satisfactorily.

Students involved in activities which necessitate a number of absences in 100 and 200 level courses, such as drama, music, and sports, must plan carefully in order not to exceed the 15% rule, which covers both excused and unexcused absences.

- b. Absences in courses numbered in the 300s and 400s will be handled by the instructor. The faculty member teaching such courses may warn a student at any time that the student is in danger of failing the course because of absences. This notice must be in writing, with copies sent to the Dean of the College and the faculty adviser. If the student takes further absences after being warned, the faculty member may recommend to the Dean of the College in writing that the student may be dropped from the course with a failing grade. Copies of this action will be sent by the Dean of the College to the student, the Registrar, the faculty adviser, and the parents.
4. Tardies. When a student is tardy, it is his responsibility to notify the instructor at the end of the period. Three unexcused tardies constitute an absence. When a student misses more than ten minutes of any class, it will be reported as an absence.
5. Excused absences. A student may be excused from class for emergency reasons, personal illness, or to represent the college when appropriate evidence is submitted to the Registrar. Whenever this is not possible in advance, the student must bring evidence to the Registrar within one week after he has returned to college.

A student who is absent because of personal illness at the college must have an absence report slip signed by the Resident Nurse and turned in to the Registrar the first day of return to classes. Non-residents and residents are to report to the Health Center within 24 hours upon return to the campus following illness away from the campus in order to gain proper clearance for return to normal college routines and to secure an absence report slip from the Resident Nurse. In addition to the academic guides relating to absences, the non-academic guides elsewhere in this Handbook are to be observed in cases of accidents, sickness, or hospitalization on or away from campus.

6. New students (first-semester Freshmen and transfers) are allowed one unexcused absence per course prior to the mid-semester grading report. Unexcused absences after the mid-semester grade report will be determined by the student's quality point ratio. The allotment of absences will be the same as second-semester Freshmen. Unexcused absences taken prior to the grading period will be deducted from the total allotted. Students admitted to St. Andrews with any academic conditions will be on academic probation for the entire first semester.
7. Second-semester Freshmen and students with Sophomore rank have the following unexcused absence allowance in their 100 and 200 level courses:
  - a. With less than 2.0 quality point ratio are allowed two unexcused absences per course.
  - b. With a quality point ratio of 2.0 (and less than 4.0) are allowed unexcused absences not in excess of 5% of the class meetings in each course. (See percentage table below).

- c. With a quality point ratio of 4.0 (and less than 5.0) are allowed unexcused absences not in excess of 10% of the class meetings in each course. (See percentage below).
- d. With a quality point ratio of 5.0 or better are allowed absences, excused and unexcused, not in excess of the 15% rule. (See percentage table below).

Note: Special non-degree students are to observe same attendance regulations as freshmen and sophomores with a quality point ratio of 2.0 (see paragraph 7. b., above).

Percentage	Number of Class Meetings Each Week						
	One	Two	Three	Four	Five	Six	
5%	2	2	2	3	4	5	absences allowed
10%	2	3	5	6	8	9	absences allowed
15%	2	5	7	9	11	14	absences allowed

#### 8. Additional regulations

- a. Absence from a laboratory of any type is counted as a class absence. The percentage rule for absences applies to laboratories, and must be figured separately from the class hours.
- b. In any course, absence from the last class meeting before or the first meeting after an announced holiday will count as a double absence.
- c. Absence records are kept in the office of the Registrar, and students may examine their records only during the hours posted.
- d. Faculty members must report absences within one week of their occurrence to have them recorded. All exceptions must be reported by the Dean of the College to the Faculty Executive Committee.
- e. Responsibility for any work missed during a class absence, excused or unexcused, rests upon the student.
- f. Exceptions to these academic regulations may be made by the Dean of the College in consultation with the Faculty Executive Committee.

- 9. Penalties for excessive absences. It is the responsibility of the student to limit his absences as prescribed in these regulations. When the records in the office of the Registrar indicate that a student has taken all absences allowed him in any course, the student and his parents will be warned by the Registrar that each additional absence will result in the loss of one semester hour from his total hours of credit and one quality point from his accumulated total. A student will be dropped from a course with a grade of "F" when, because of excessive absences, he has lost

semester hour credit equal to the credit given for the course. A student will be penalized for any excessive absences even if the warning from the Registrar has not reached him.

10. System of Grading.

- a. Each student receives a grade in his courses at the close of the semester. The mid-semester grades when given do not appear on a student's transcript; they are designed to give the student an indication of his progress. The system of grades is as follows:

<u>Grade</u>	<u>Significance</u>	<u>Quality Points</u>
A	Excellent	6 per sem. hr.
B+	Very Good	5 per sem. hr.
B	Good	4 per sem. hr.
C+	Above Average	3 per sem. hr.
C	Satisfactory	2 per sem. hr.
D	Passing	1 per sem. hr.
E	Conditional Failure	0
F	Failure	0
I	Incomplete	0
WP	Withdraw while passing	0
WF	Withdraw while failing	0

- b. Quality points, the numerical equivalent of the letter grade, are used to determine the students' rank in class, academic honors, and academic warning. To meet the minimum requirements for graduation all students must have (1) a quality point average of 2.0 on all work attempted at St. Andrews and at least 124 hours of course work, (2) a quality point average of 2.0 on the final 30 hours of college work, and (3) a quality point average of 3.0 in the major field taken at St. Andrews.
- c. Quality points on acceptable work transferred to St. Andrews will not be computed with a students' quality point ratio on work done at St. Andrews. All transfer credits to be accepted by St. Andrews must have the written approval of the Dean of the College.
- d. A student's quality point ratio (QPR) and his cumulative quality point ratio at St. Andrews (SACU) will be the basis on which honors, qualification for student offices, and absences will be figured.
- e. A student must have completed 60 semester hours of work at St. Andrews to be eligible for the honor society or for honors at graduation. The student's citizenship record also must be one of good standing.



- f. A student who enters St. Andrews with deficiencies will receive college credit for college course work done to remove these deficiencies, but will be required to take an equivalent number of additional hours to complete his degree at St. Andrews. (Ex.-A student entering with no foreign language will receive credit for the 101-102 sequence, but will have to complete 130 hours with a "C" average on all hours attempted in order to graduate. A student with two years of high school French who is unable to enter French 201, would get credit for repeating French 102, but would have to complete 127 hours with a "C" average to graduate.)

# 11. Course Additions, Withdrawals, and Conditional Grades

- a. Freshmen are permitted to drop courses with the approval of their Faculty Adviser for a period of three weeks following registration day without having this recorded on their permanent records; and upperclassmen are allowed a period of two weeks for dropping particular courses under the same conditions. After this time, a "WP" grade is given when the student withdraws with the approval of his Faculty Adviser while doing passing work; otherwise, a grade of "WF" is recorded. No student may withdraw from a course during the four weeks preceding the final recitation of the semester without the approval of the Faculty Executive Committee.
- b. Students are permitted to add courses with the approval of their Faculty Adviser for a period of two weeks following registration day. Students who drop or add courses after academic registration, must do so in keeping with the proper form available in the Office of the Registrar. Complete instructions are provided on the form and it is essential that the student process this form in every detail in order for his records to be accurate. Merely discontinuing attendance is not sufficient notice; excessive absences will be recorded so that credit hours and quality points will be lost. It is necessary, therefore, that the proper procedure be followed immediately and the first step must be discussion of the matter with the Faculty Adviser.
- c. Any student may be dropped for cause from any course at any time upon recommendation of the professor and approval of the Dean of the College. Sufficient cause for dropping a student would include excessive absences, lack of preparation, general neglect, unwholesome attitude, or improper conduct in class.
- d. The College Physician at any time may recommend to the Faculty Executive Committee that a student be allowed to drop a course for medical reasons. The Dean of the College or the Dean of Students may make a similar recommendation when circumstances surrounding a student's work are of an unusual nature. In such cases a grade of "W" will be recorded.

- e. A grade of conditional failure (E) may be removed by re-examination. This must be accomplished within the third week of the following semester. Any exceptions must be authorized in advance by the Dean of the College. If not removed within the authorized time, the E becomes a failure, F.
- f. An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first nine weeks of the following semester. Any exceptions must be authorized in advance by the Dean of the College. If not removed within the authorized time, the I becomes a failure, F.
- g. A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is not required for graduation or for a major, it may be repeated only with the approval of the Faculty Adviser and the Dean of the College.

## 12. Examinations, Tests, and Reviews

- a. All students are required to be present for tests announced a week in advance.
- b. A student who has final examinations in three successive periods may ask the Dean of the College or the Registrar for an adjustment in the time of such examinations.
- c. A mid-semester testing period will be provided in the schedules made by the Registrar and it is expected that this schedule will be observed unless otherwise approved by the Dean of the College.
- d. Short quizzes are left entirely to the decision of the professor without the obligation of giving them over to any student.

## 13. Academic Probation and Academic Warning

Academic probation and academic warning are means of communicating to a student and his parents, guardian, or spouse, the fact that the student's academic achievement at a given time is so questionable that continued performance at this level will result in his dismissal from St. Andrews.

- a. Any regular student whose quality point ratio for the previous regular semester is less than 1.50 on all work attempted will be placed on academic probation, if permitted to continue at St. Andrews.
- b. Any regular student who passes less than 9 semester hours of course work during the previous regular semester will be placed on academic probation, if permitted to continue at St. Andrews.

- c. Any regular student whose quality point ratio for the previous regular semester is at least 1.50 but less than 2.0 on all work attempted and who does not fall under one of the provisions listed above, will be placed on academic warning.
- d. Special students enrolling for less than 12 semester hours will have their records and individual status reviewed separately by the Faculty Executive Committee.
- e. At the beginning of each semester the Registrar will mail notices of academic warning and academic probation to the students concerned, with copies being mailed by the Registrar to the parents, guardian, or spouse. Copies will also be sent to the student's Faculty Adviser and the Office of Student Affairs. The Office of Student Affairs will, in turn, send lists to the respective Residence Directors.
- f. The duration of academic warning and academic probation extends through the student's final examination of the semester for which the notice was issued.
- g. Summer school work will not remove a student from academic warning or academic probation; however, such study when approved by the Faculty Executive Committee will be counted in computing the required hours for readmission. Quality point deficiencies can be made up only at St. Andrews.
- h. The Faculty Executive Committee may review a student's record at any time and invoke warning, probation or suspension, or remove a student from such status if, in the Committee's judgment, such action is warranted. Particular attention will be given to student records at each grading period.
- i. During the period of academic warning, it is suggested that students observe the following conditions:
  - (1. Attend all their classes, laboratories, and other scheduled meetings regularly and punctually.
  - (2. Have frequent conferences with their advisers and with their class and laboratory instructors.
  - (3. Review carefully their study habits and daily routines.
  - (4. Consult the Deans and personnel in the Guidance Center if desired.
- j. During this period, students on academic probation are required to observe the following conditions:
  - (1. Attend all their classes, laboratories, and other scheduled meetings regularly and punctually. (Two unexcused absences per course are allowed if not already taken.)



- (2. Arrange academic schedules to include no fewer than 12 nor more than 14 semester hours during the probational period. (These limits shall include allowances for equivalents in laboratory, reading improvement, or non-credit courses which may be approved by the faculty adviser and the Dean of the College).
  - (3. Work out academic schedules to have the best possible balance between Monday-Wednesday-Friday and Tuesday Thursday-Saturday class sequences.
  - (4. Plan a typical weekly schedule with the faculty adviser which will provide for:
    - (a) A weekly conference with the Faculty Adviser. (Failure to keep scheduled appointments will be reported to the Dean of the College and the Dean of Students.)
    - (b) Periodic discussion of problems and progress with instructors, residence leaders (or parents, if non-residents) and others who may be of assistance.
    - (c) At least two hours of preparation for each semester hour of academic work scheduled per day.
  - (5. Arrange nights out for social-recreational and for college-sponsored events (e.g., Concert-Lecture Series, athletic contests, etc.) not to exceed two nights Monday through Friday. Students on academic probation must be in their own places of residence by 11:00 p.m. Sunday through Friday and by 12:00 midnight Saturday.
  - (6. Plan no more than two weekends away from campus (beginning Saturday after classes and extending until 11:00 p.m. Sunday) during each eight-week grading period for visits to one's home or elsewhere in keeping with the parental permission statement on the student's "Out-of-Class Agreement." The weekend immediately prior to the beginning of final examinations cannot be used for leave from the campus. Exceptions in family emergencies may be authorized by one of the Deans.
  - (7. Leave motor vehicles at home since their possession by students on probation is prohibited unless specifically approved in advance by the Dean of Students.
  - (8. Recognize that students on probation may not participate in any extra-curricular activities for the period of probation.
- k. The Deans and personnel of the Guidance Center are available to assist students on academic probation, if desired.

- l. Personal honor in adherence to these guidelines, and any others which may be given by the Deans, is expected both in letter and in spirit. The Deans will request reports from time to time from anyone who may be able to share information as to the student's progress or lack of progress.
- m. Improvement in academic work and in citizenship is essential. Each student should understand that lack of such improvement, in the judgment of the Deans, may result in suspension or dismissal without further hearing.

#### 14. Classification

The classification of a student depends upon the amount of college work and the number of quality points he has to his credit, and not upon the length of time he has been in college. A student is classified:

- a. As a senior, upon completion of 90 semester hours with a grade point ratio of 1.9 on all work attempted at St. Andrews.
- b. As a junior, upon completion of 58 semester hours with a grade point ratio of 1.7 on all work attempted at St. Andrews.
- c. As a sophomore, upon completion of 26 semester hours with a grade point ratio of 1.5 on all work attempted at St. Andrews.
- d. As a freshman, if the regular admission requirements have been met.
- e. As a special student, if, for some approved reason, he is registered for less than 12 semester hours.

#### 15. Readmission

A student to maintain satisfactory progress toward a degree must pass at least 30 semester hours of course work each calendar year with a grade point ratio of 2.0 on all work attempted at St. Andrews. In order for a student to continue at St. Andrews, he must meet the following minimum standards:

- a. To return for a second year, the student must have passed at least 26 semester hours with a grade point ratio of 1.50 on all work attempted at St. Andrews.
- b. To return for a third year, the student must have passed at least 58 semester hours with a grade point ratio of 1.70 on all work attempted at St. Andrews. He must also have passed during the previous year a total of 24 semester hours and received 48 quality points.

- c. To return for a fourth year, a student must have passed at least 90 semester hours with a grade point ratio of 1.9 on all work attempted at St. Andrews. He must also have passed during the previous year a total of 24 semester hours and received 48 quality points.
- d. Additional considerations for readmission:
  - (1. In meeting these requirements for continuation at St. Andrews, no grade of conditional failure (E) may be counted in the total number of semester hours passed.
  - (2. Summer school credits, when approved <sup>in advance</sup> by the Faculty Executive Committee and when in keeping with degree requirements, may be counted in computing the required total for readmission eligibility.
  - (3. Both resident and non-resident students must complete the appropriate Residency Agreement to establish eligibility for readmission.
  - (4. In keeping with the twofold purpose of the College, that of quality higher education and Christian citizenship, applicants for admission or readmission whose records of achievement and citizenship reveal questionable patterns of behavior will be denied the privilege of enrollment or may be given an appropriate conditional status.

#### 16. Summer School

The College normally conducts a summer session. Though offerings are less varied than during the fall and spring terms, the summer curriculum, nevertheless, includes a wide range of courses for undergraduates, teachers, and high school graduates who wish to qualify for advanced standing. Regular members of St. Andrews Presbyterian College teaching staff and visiting professors make up the faculty of the summer school. Each student must plan his summer program with his Faculty Adviser and receive prior approval for all courses. This approval by the Faculty Adviser must be submitted in writing to the Registrar.

#### 17. Summer Work at Other Institutions

Any student desiring to receive credit toward graduation for summer courses or correspondence work at another institution must have the approval of his faculty adviser and the chairman of the division in which the parallel course is taught at St. Andrews. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school. For credit the courses must be completed at the "C" level or higher. Courses in which grades of less than "C" are earned will not be acceptable for transfer credit. The student is responsible for requesting the institution to mail an official transcript of his summer work to the Registrar at St. Andrews as soon as the courses are completed.

## 18. Withdrawal from St. Andrews

Resident or non-resident students who desire or find it necessary to withdraw from St. Andrews at any time following notice of admission or readmission are expected to observe the regular withdrawal procedure:

- a. Discuss the matter with his Faculty Adviser and secure his signature on the regular withdrawal form.
- b. Advise the Dean of Students of the withdrawal and clear any impending disciplinary action. Secure his signature as a sign of clearance.
- c. Clear with the Residence Director concerning any keys, room inspection, and laundry.
- d. In order to complete the financial matters, clearance with the infirmary, library, and the business office is necessary. Clear financial matters in keeping with the following basic understandings: if you withdraw for any reason within the first three weeks following registration day (or within the first week of a summer term), one-half of the tuition and fees charged at the time of registration will be refundable. If you are a resident, a charge will be made for a proportionate share of the board; however, a full charge will be made for dormitory room rent. After the third week, or after the first week during a summer term, no refunds are allowed except for sickness or call into the armed services, and written evidence of such conditions must be filed with the Dean of the College. Further, no refunds will be made without an honorable dismissal from the Dean and without application for a refund at the time of withdrawal.
- e. Take the withdrawal form to the Office of the Dean of the College for final processing.
- f. In emergencies, the President, the Dean of the College, or the Dean of Students, may adjust the procedures attending withdrawal.

Regular Weekly Scheduled Meetings

TUESDAYS, 4:00 - 5:00 p.m....Freshman Orientation, L. A. Auditorium, for students whose last names begin with A - K attend on Tuesdays (L - Z attend on Thursdays....see below). Note: Adviser-Advisee conference periods for students in A - K group are reserved for Thursdays at this hour unless otherwise changed by the adviser concerned.

WEDNESDAYS, 6:45 - 7:45 p.m....Chapel services for freshmen, L. A. Auditorium, College Pastor in charge.

THURSDAYS, 12:00 - 12:30 p.m....Chapel services for upperclassmen and faculty and staff members, L. A. Auditorium, College Pastor in charge.

THURSDAYS, 4:00 - 5:00 p.m....Freshmen Orientation, L. A. Auditorium, for students whose last names begin with L - Z attend on Thursdays (A - K attend on Tuesdays....see above). Note: Adviser-Advisee conference periods for students in L - Z group are reserved for Tuesdays at this hour unless otherwise changed by the adviser concerned.

NOTE: Periods for Student Body Assemblies, or meetings of either of the upper classes may be scheduled at 12:00 noon on Tuesdays or the 4:00 p.m. Orientation hour on Tuesdays or Thursdays with approval by the Dean of the College and the Dean of Students. Requests for such assemblies should be made at least 48 hours in advance for proper announcement to be made on a continuing or week to week basis.



## NON-ACADEMIC GUIDES

Specific Regulations for All Students

While St. Andrews primarily is a resident college, several guides are applicable to all students, resident or non-resident. These regulations follow:

1. The hours between 8:00 p.m. and 8:00 a.m. particularly are QUIET HOURS to be observed for Study and Rest throughout the campus community unless otherwise authorized by an Official Announcement by the Office of Student Affairs or one of the administrative officials.

2. Students not residing with parents (guardian or spouse) are required to live in college-approved housing, and, if residing on campus, are charged for board in the college cafeteria. Exceptions are to be requested through the Office of Student Affairs.

3. Good taste in dress and in general appearance and conduct is expected of all students at all times, whether on or off campus. However, casual attire is permitted throughout the campus except in the academic buildings, at lunch and supper in the cafeteria, and on Sundays in the Student Center unless otherwise announced through the Office of Student Affairs. It is expected that dress at all times will exhibit cleanliness, decency, and neatness.

4. College officials desire to serve the convenience of those who smoke; however, smoking is permitted with the understanding that smokers will be considerate of others, and will observe careful habits and "no smoking" signs where posted. Smoking during classes, in assembly meetings, and elsewhere which may necessitate the deposit of ashes or tobacco stubs on the floor is not considered in good taste and, therefore, is to be avoided.

5. Unless the Business Manager and the Dean of Students make individual exceptions in writing to the Office of Student Affairs, the following items are not permitted on campus: firearms, firecrackers, or other explosive devices, communications systems, television sets, pole lamps, pets, and unregistered motor vehicles of any description.

6. Only the Business Manager and the Dean of Students may grant permission to sell or solicit items or services commercially on campus; however, any commitment by any student to a solicitor whether authorized or not, is a personal commitment for which the College can assume no responsibility. Agents without a written permit from the Office of Student Affairs are unauthorized and, therefore, should be reported immediately.

7. Residence Halls, Health Center, College Library, and the Student Center close at 5:00 p.m. on the day when classes are dismissed for announced holiday recesses and reopen at 1:00 p.m. on the day prior to the resumption of classes.

8. Motor Vehicle Regulations: St. Andrews officials recognize that motor vehicle operation hazards exist far beyond the bounds or control of the College and do not encourage its students to bring vehicles to the campus because of such responsibility and hazard. Freshmen, particularly, are discouraged from having motor vehicles during their first semester.

Note Regarding Bicycles: The possession and use of bicycles on campus is permitted; however, each must be registered with the College Engineer and display the registration decal (no charge). Bicycle operators are to recognize that pedestrian traffic has the right of way both when the vehicle is parked as well as when it is being operated.

All vehicles must be registered and decals placed on the left side of the rear bumper before 5:00 p.m., September 25, 1965, for students attending the fall semester, before February 5, 1966, for those attending first in the spring, and before June 10, 1966, for those attending the summer session, 1966. Any student or employee with a motor vehicle with no registration decal after this date will be fined \$5.00. Students planning to bring vehicles on campus after September 25 must obtain a Vehicle Registration Form from the Office of the College Engineer in order to obtain parent's permission. Unregistered cars are to be parked in Visitor's Areas until registration is completed and are not to be driven until they are properly registered.

Upon proper completion of the Vehicle Registration Form, the student will be issued a registration decal at a cost of \$1.00. Cars must be re-registered at the beginning of each school year.

Students on probation, or with probationary status pending, whether academic or disciplinary, may expect permission to operate a motor vehicle to be suspended. The following traffic and parking regulations are to be observed by all members of the community:

- a. Speed Limits: On the outer, open campus roads, "safe driving" not in excess of 35 mph is to be observed. In congested areas, such as approaches to buildings and parking areas, "safe driving" is not to exceed 25 mph. Driving fast or recklessly, or failing to observe traffic signs, endangers the operator, passengers, and others who may be walking or riding nearby and such driving will result in loss of operating privileges on the St. Andrews Campus and drivers will be also subject to trial by local authorities.
- b. Overnight Parking is restricted to regular parking lots (resident men in the area near men's halls, resident women in the area near women's halls, and visitors in designated areas of each lot). Persons parking elsewhere between 1:00 a.m. and 7:00 a.m. will be served with violation citations.



- c. Other Parking: Parking by unpainted curbs is permitted only when white lines on the drive indicate a parking space. Where curbing is painted YELLOW, parking is restricted except for loading and unloading unless driver remains at the wheel; no more than five minutes' parking is permitted. Service vehicles with College or commercial identification may use these areas when no "loading zone" is available near the building being serviced.
- d. Service Roads and Areas: For the use of college-owned and commercial service vehicles UNLESS OTHERWISE APPROVED IN WRITING by the Business Manager. A copy of such approval must be filed with the Campus Court as to Decal Number and Vehicle description. No space is provided at the Conservatory for student parking.
- e. Motor scooters and motorcycles are not permitted.
- f. No student vehicle shall be driven or parked on the lawn or sidewalks without a written permit from the Office of the College Engineer. Such a permit shall cover one (1) trip only and shall be displayed on windshield while the car is in a restricted area. A \$5.00 fine will be charged the person in whose name an offending vehicle is registered. If a second violation is issued, the vehicle will be removed from the campus for the remainder of the semester or longer as deemed necessary by the appropriate agency or court.
- g. All fines are payable in the Office of the College Engineer. All student tickets not paid within 72 hours will be turned over to the appropriate judicial agency.

All College employees' tickets not paid within 72 hours will be turned over to the Dean of Students for reference to the proper administrative official for follow-up.

- h. In addition to these guides, the judicial agencies of the College may develop and announce as necessary other regulations which it believes appropriate and consistent with these basic guides, subject to procedures provided for in the Constitution of the Student Association and the College and Faculty By-Laws.

9. Chapel Services: An important aspect of our life together in this community is the opportunity made available each week for worship. In our Chapel services an attempt will be made to relate the worship of God to the various aspects of our particular experiences in this academic community. In addition to traditional worship experiences where the College Pastor, other faculty members, or visiting speakers will preach, we will attempt to provide a variety of services using drama, music, films, and other media appropriate to interpreting the meaning of the Christian tradition to modern life.

- a. Chapel services are held each Wednesday evening at 6:45 for freshman students, who are expected to attend regularly. Roll will be taken at the freshman service with a maximum of three unexcused absences being allowed each student in any semester. Freshmen who fail to meet this requirement will be given the opportunity to attend the weekly chapel services which are held during summer school each year.
- b. An additional service will be held at 12 noon each Thursday for all other members of the College community who wish to attend. In addition to upperclass students and faculty, all College employees are invited to attend this service. To make this possible, only the most essential College business will be conducted at this hour so that all employees who so desire may worship as a community of persons who study, teach, work and live together.

10. Three basic considerations relative to marriage relations are to be observed:

- a. Marriage is a serious undertaking and while officials of St. Andrews give neither approval nor disapproval to students planning marriage, notification of such plans by any student while enrolled must be given the Dean of Students two weeks beforehand. Students who do not comply with this regulation will be subject to dismissal from a campus residence or from further attendance at the College. The Deans exercise judgment in these cases.
- b. Students enrolled at St. Andrews must recognize that the College assumes no responsibility for difficulties attending pregnancy. The College reserves the right to require such a student to withdraw in the interest of the student or the College.
- c. Where the College's interest may be affected, it may require a complete physical examination of the student concerned by the family physician or a College physician.

11. Students are expected to keep parents (guardian or spouse) fully informed of their progress and problems. These persons will receive notification from a college official routinely as follows: grade reports after the end of each grade period; notice of disciplinary action or dismissal; notice of "Academic Warning" or "Academic Probation"; and notice in other cases when dismissal or withdrawal is required by the College. Students planning to withdraw or to change course plans are expected to keep parents (guardian or spouse) informed of such plans when for "personal" reasons.

NOTE: Students whose parents travel outside the country or who plan any extended absence from their permanent address should inform the Office of Student Affairs of the names and addresses of persons who may be notified in case of emergency.

12. Cases of misconduct as provided for in the Student Association Constitution are reported to the chairman of the Student Judiciary Board for initial action by the Student Judiciary Board. In disciplinary cases, judicial authorities of the College consider not only the specific charge but also the student's total academic and citizenship record. It must be understood that technically proven evidence is not to be considered essential at this educational institution, and that first offenses, unless of extreme severity, are not usually to be considered grounds for expulsion. The following guides for hearings by a court at St. Andrews are believed to be reasonable for an educational setting such as that at St. Andrews:

- a. The judicial authority will give notice of the scheduled hearing no less than 24 hours in advance to the student concerned, his faculty adviser, and to members of the court and its advisers, citing the basic charge and instructions for appearing before the court, including time and place scheduled. The student may request a student, faculty member, or other college official, if desired, to appear with him. Likewise, the student accused may have witnesses in his behalf before the court if their names are submitted to the court's presiding officer no later than six hours prior to the opening of the hearing.
- b. Witnesses for the court may be requested to testify and such testimony will be recorded as to substance and at the discretion of the court as to detail where possible, remembering that courts at St. Andrews can hardly be structured as a civil court of law or with trained court clerks. It will not be required for the names or testimony of such witnesses to be shared with the accused for such testimony to be admissible; however, the testimony given the court while in session by any person appearing before the court is to be given and received in full recognition of serious action that will follow perjury. Further, official transcripts of the hearings of the court, including the names of the accused and the witnesses, will be restricted to members of the judicial body and to college officials for whom such information is needed in follow-up of action and counseling. Any public report of action taken in cases of misconduct will show reference to the case only as case number and summary of action taken by the court.
- c. In keeping with item 10, above, the Assistant or Associate Deans representing the Office of Student Affairs, or another official when necessary, will communicate final action as soon as possible in writing to the student's parents (legal guardian or spouse). Such notification will include a summary of the nature of the case and the nature of the penalty. Such notification is supplementary to that which the student concerned is expected to communicate to those to whom he is responsible.

- d. Written notice of the desire to appeal and the grounds for the appeal must be given by the student to the chairman of the Student Judiciary Board by 4:00 p.m. on the day following the trial. The chairman will refer all necessary information to the Student-Faculty Appellate Board.
- e. If no appeal is made in the allotted time, a copy of the official transcript of the trial shall be submitted to the President of the College or his representative for immediate review.

13. Students who are suspended or expelled from St. Andrews are to remain on Room Arrest until actual departure if residents, except to go directly to and from meals and to process withdrawal. The Deans may make allowance for the terms of restriction or departure when appropriate. Such departure from the campus and its environs must take place not later than 11:00 a.m. the day following confirmation of dismissal by the President or his representative unless specifically delayed by him or a Dean. Any return to campus thereafter must be approved beforehand by the Dean of the College or the Dean of Students. Non-residents who are suspended or expelled are expected to observe each condition cited herein as is applicable to non-residents.

14. When students are placed on Social Probation by a judicial authority, they will be expected to meet the same conditions outlined for Academic Probation elsewhere in this Handbook, with the exception of the reduced class load and the necessity for a weekly conference with the Faculty Adviser. The judicial authority may add any further requirements it deems necessary and may designate the person or agency to whom the student is to be responsible.

15. Students enrolled at St. Andrews who violate civil law, including possession or damage to property belonging to others, however small in value, may expect appropriate action by the College.

16. Students who require hospitalization due to accidents or other conditions are to have notification of such matters communicated to a College Physician or other college official as soon as possible, unless admission occurs through the Health Center. If admission is through the Health Center, a member of the college staff will notify parents if the student concerned is unable to do so; however, if admission to a hospital occurs away from the campus, students who are involved should communicate such fact to parents or request that the attending physician do so. Should efforts of college officials to reach parents or other responsible person listed on the student's record for contact in emergencies fail, the President or a Dean, following advice of a Medical Doctor, may exercise judgment as may seem appropriate.

17. Following absence from the campus or classes due to hospitalization or illness at home, students are to report to the Health Center for appropriate clearance to campus routines and for requesting excuses for absences due to illness. Clearance at the Health Center should be arranged prior to return to classes; however, if this is not possible, such clearance is necessary within 24 hours following return to the campus.



18. When withdrawal from the College is necessary for "personal" reasons, or because of action initiated by the College, the student is expected to follow instructions for withdrawing as provided for on the official withdrawal form unless otherwise authorized by a Dean. The proper form is available in the Office of the Registrar. Withdrawal for "medical" reasons will require special clearance from the College Physician or a Dean at the time of withdrawal, with appropriate follow-up reports from the consulting physician prior to any consideration for readmission to the College. Transferring to another college after the end of a semester requires no formal withdrawal form provided the student has properly cleared his residence hall if a resident, and has no unfinished commitment to the College such as unpaid bills, contract for work as a student employee, or other similar matters for which personal attention by the student is needed. While not essential for the transfer process, the student will find it extremely helpful if he will discuss such plans beforehand with his advisor or a Dean since such college personnel routinely are asked for statements concerning the student as a consideration for admission to the other institution. Likewise, the adviser is in a position of counseling with the student regarding future academic plans and the general vocational area for which additional preparation is being sought.

#### Guides Primarily for Resident Students

While the following regulations are intended primarily for resident students, all students while on campus or at college events are expected to observe the spirit of these guides. Questions relative to such guides in this and the other sections should be referred to the Office of Student Affairs.

1. All students, including off-campus men and women not residing with parents (guardian or spouse), are classified as resident students. Each is required to keep his or her Residence Director informed when planning to spend a night or weekend away from the regular place of residence. While women students may have more specific instructions (see below), this requirement for men is necessary as an aid to location of such students should emergencies or other needs arise which require immediate notification.

- a. Weekend leaves from the campus must be in keeping with Out-of-Class Agreement records unless otherwise approved by noon, Fridays. During the first semester, freshmen will be granted five weekends away from the campus, in keeping with parental guides, to be taken after the fifth week in residency as students need them. During the second semester, freshmen may take as many as eight weekends in keeping with guides established by the Out-of-Class Agreement. It is to be understood that no freshman will take two consecutive weekends immediately prior to final semester examinations.

- b. For women, overnight absence from one's place of residence during the week (Sunday through Friday) must be approved by the Residence Director and must be in keeping with the Out-of-Class Agreement. Men residents are expected to report overnight absences to the Residence Director in advance.

2. Women residents are required to observe residence closing hours by 11:00 p.m. Sunday through Friday and 12:00 midnight Saturday unless otherwise changed by Official Announcement from the Office of Student Affairs. Senior women, in good standing, have 1:00 a.m. permission on Saturday night. While men residents do not have specific residence closing hours, it is expected that each will establish similar routine hours for retiring to his own residence. Freshmen, students on Academic Probation, and those under disciplinary action, are subject to other conditions, including residence restrictions.

3. "Late Permission" for emergency reasons should be referred to one's Residence Director for consideration and must be requested no less than 12 hours in advance if for personal convenience. The student's Out-of-Class Agreement provisions will be considered in all "convenience" requests. Late "Return" permission may be granted in emergencies by a telephone call - directly to the Residence Director.

4. Appropriate Sign-In and Sign-Out guides are to be developed in each dormitory and be subject to approval by the Inter-Dormitory Council and the Office of Student Affairs. While the "Out-of-Class Agreement" provisions may require exceptions, the following general rules are to apply as either common or individual practices are agreed upon:

- a. Women, when away from the campus between 8:00 p.m. and 8:00 a.m., must have recorded in their place of residence for immediate reference by the Residence Director or Resident Assistant on duty, the place or destination, with complete address, name of companion, time of leaving and estimated time for returning, and mode of transportation. Sign-Out may be recorded by proxy; however, the student for whom the Sign-Out is recorded must assume full responsibility for its accuracy. Sign-In must be in person unless otherwise authorized by the Residence Director. Change in the Sign-Out record may be communicated to the Residence Director or to the Resident Assistant on duty by the student concerned. The student concerned assumes full responsibility for compliance with the provisions of the Out-of-Class Agreement and other guides which may be in effect at the time.
- b. Women, whose leaves from the campus extend beyond the city limits of Laurinburg, are required to record the information indicated above and follow other guides outlined regardless of the hour of departure. Recording this information is necessary, also, in the case of students who are withdrawing from St. Andrews for any reason.

- c. Men are required to follow procedures established for item 1., above, and for withdrawing from St. Andrews as indicated in item 4., b., above.

5. Residents may have overnight guests, including fellow students with residence elsewhere, provided approval beforehand is received from the Residence Director. Each overnight guest must report to and be registered with the Residence Director upon arrival.

6. What is in a student's personal effects, i.e., on his person while he is on campus or at off-campus college functions, in his room, or in his motor vehicle while it is on campus, is the responsibility of that student. If he possesses, with or without his knowledge, any material which is forbidden in college regulations, he shall bear full responsibility for answering to college officials or judicial bodies. Officials and judicial bodies on the other hand, bear the responsibility to view all cases brought to their attention as individual cases to be seen in the contexts in which they come.

7. In light of the fact that each resident is responsible for what takes place in his room, when visitors to the campus are invited by students to stay on the campus they shall be considered the "guests" not only of those who invited them but equally of those in whose rooms they reside. The behavior of the guest shall at all times be the responsibility of both these parties. This interpretation emphasizes the necessity to register guests, to familiarize guests with college policies, and to make it clear to guests that their behavior is the responsibility of their host(s) and hostess(es).

8. Guest Rooms are available in some of the residence halls for use by guests of students when not otherwise scheduled. Reservations of such room @ \$2.00 per night per person are to be made with the Office of Student Affairs.

9. Changing rooms or residence halls after confirmation of assignment, or moving equipment or furniture from its assigned room, must be approved beforehand by the Residence Director(s) with the final approval resting in the Office of Student Affairs before any move is made. Each change, except when made at the convenience of the College, requires payment of a \$1.00 Room Change Fee (\$2.00 when change is between dormitories). Space utilization, including initial assignments and reassignments of residence hall rooms, resides with the Office of Student Affairs.

10. Long distance calls are to be made at a pay phone. Calls to Faculty or Staff Advisers when necessary after office hours, as a matter of courtesy, should be made prior to 8:30 p.m. Calls between students should be limited in time with due consideration for other students who may want to use the telephone.

11. Freshmen residents, men and women, are expected to use the hours between 8:00 p.m. and 8:00 a.m. Monday through Friday for study and rest; however, during the first semester unless otherwise restricted, freshmen may use two evenings Monday through Friday for social-recreational enjoyment, including college-sponsored events. Places for study may be in the student's own residence hall, in the College Library, or in an approved area in the Liberal Arts or Conservatory buildings. A 30-minutes break may be taken to visit the Student Center prior to 10:30 p.m.



12. In order to promote the health and well-being of the residents and to promote orderliness and sanitation of campus facilities, periodic inspections will be made by Resident Assistants and Residence Directors, with the Assistant Deans of Students, or by officials of the State Department of Health as authorized by North Carolina law. Others going into residence areas as visitors, unless administrative staff members, are to clear their business or purpose for being there with the Residence Director or Office of Student Affairs. While service personnel are expected to inform the Residence Director of their need to enter the residence portions of the dormitories, their presence for emergency repairs as authorized by the Campus Engineer is to be expected at any time. Inspection of a student's personal belongings, including entry of dressers or desks, may be authorized only by one of the Assistant Deans of Students or a member of the Administrative Staff and such inspection will be undertaken by at least two persons, one of whom must be a Resident Assistant or Residence Director. The other party required to be present is one of those authorized to permit such investigation; however, legal search warrants issued by a Court of Law are beyond the control of the college even though police officials ordinarily work in cooperation with college officials in such instances. When a student's personal belongings are brought under inspection, those involved as authorized herein are expected to have the student concerned present if he is available; however, it is to be recognized that the nature of some inspections may provide little or no pre-announcement.

Note: House Council and Residence Directors share coordinately in administration of these guides unless otherwise noted; however, should an emergency or conflict in judgment or interpretation of such guides occur, the staff of the Office of Student Affairs will make the decision. Changes which may be desired within the framework of basic college policy and the development of appropriate written interpretations may be requested from the Inter-Dormitory Council and when approved by the Office of Student Affairs, such change will be authorized by that office as an Official Announcement. Change in basic policy, on the other hand, should follow the regular processes of legislation as established in the Student Association Constitution or by reference to the Office of Student Affairs.

#### Demerit System

After the accumulation of 10 demerits, a resident student will appear before the dormitory council. The dormitory council has the prerogative to review the case of any student at any time it deems it necessary.

Demerits may be given by members of the Dormitory Council and/or Residence Director as follows:

1. A minimum of one demerit will be given automatically for the following violations in the dormitory, with up to five, when the degree of violation warrants.

- a. Failure to sign in.
- b. Failure to observe "Quiet Hours."
- c. Untidy room.
- d. Improper dress.
- e. Excessive noise.
- f. Failure to sign out of dormitory to go to the other buildings on campus after 8:00 p.m.

2. For repeated violations of this section, a minimum of two demerits will be given.

3. If at any time a student feels that he has been penalized unjustly, he may appeal to the Dormitory Council which has the prerogative to hear or reject the appeal.

4. Dormitory Councils as a group consider the following violations:

- a. Being late.
- b. Destruction of college property.
- c. Breaking a "Do Not Disturb" sign.
- d. Failure to attend a required dormitory meeting.
- e. Failure to sign out when leaving campus.

NOTE: The Office of Student Affairs serves as the point of reference for interpretation of these guides or other matters relating to residence life.





**CAMPUS**

**SERVICES**





## HEALTH CENTER

Services in the College Health Center are provided primarily for resident students who have paid the general fee and room and board. Such services include health counseling, first aid, and Out-patient and In-patient medication when prescribed by a physician and approved by a College Physician in keeping with local campus facilities and staff. Short-term isolation is well stocked for routine needs and is furnished for accommodation of overnight patients needing rest and time for recuperation; patients who need careful bedside attention, specialized medical care, and medication of other than a first aid nature will be referred to a hospital. Whenever possible, administration of special medication when prescribed by a physician is authorized to be carried out by the Health Center Staff; however, the cost of such special medicines and materials necessary for their proper administration must be borne by the student.

Non-resident students and college employees, including members of the faculty and staff, are provided emergency first aid services without charge. Overnight care is available primarily for those who have paid the general fee and room and board charges and regularly enrolled residents, and such care is limited to a total of ten days or nights during the regular college year, or to three days or nights during the summer session, without additional charge as provided for elsewhere in this section. Regularly enrolled students who would be campus residents if dormitory space were available, and who find it necessary to reside off-campus with other than their own families, are permitted to use the services of the Health Center provided they have paid the general fee; however, a service charge for board required while in the center will be made in these cases.

Other members of the college community, and regularly enrolled residents whose bed-care extends beyond the number of days or nights permitted, may use the room accommodations and other services of the center for periods up to 24 hours at a time in emergencies and when space is available; however, extra costs for such services must be borne by the person receiving these accommodations.

All personnel of the college, students and employees including faculty and staff, and members of their immediate families, are invited to participate in vaccination and inoculation programs as announced by the Health Center staff. Costs of serum and material necessary for such programs, of course, are to be borne by the participants.

The Deans in Student Affairs serve as liaison to the medical staff listed below in the promotion of good health practices and services and in development of appropriate policy recommendations which will serve the total well being of the campus community.

The Health Center Staff

Hugh M. McArn, Jr., M. D. (City Office: 422 King Street)

David A. Williams, M. D. (City Office: Atkinson Street)

Mrs. Selah P. Stephens, R. N. (Office and Quarters, Health Center)

Mrs. Robert L. Chaiken, Assistant Nurse and Secretary, (Health Center)

OPERATIONAL GUIDES

1. Admittance: The Resident Nurse will render first aid services at no charge for any who report to the Health Center in keeping with instructions and procedures approved by the College Physician.
2. Services by the College Physicians: Daily visits are made when needed to the Health Center by one of the College Physicians at 7:00 a.m., Monday through Saturday, for consultation services and treatment of minor ailments. For emergencies at other times, students should report through the Residence Director to the Resident Nurse who will communicate with the College Physician for proper guidance; however, students who wish may go directly as a private (non-Health Center case) patient to one of the College Physicians at the regular professional call rates.
3. Health Center Hours: Mondays through Fridays: 7:00-9:00 a.m., 1:00-2:00 p.m., and 6:00-7:00 p.m.

Saturdays: 7:00-9:00 a.m., and 1:00-2:00 p.m.

Sundays: 1:00-2:00 p.m.

Note: Students with 8:00 a.m. classes should report promptly at 7:00 a.m. in order that class attendance will be possible unless consultation with the physician at a later time is directed by the Resident Nurse. At other times, resident students in need of health services are to check in with the Residence Director of his or her residence hall (also see item 2 above).

4. Visiting Hours: Student visitors are permitted to visit patients who may have visitors by order of the College Physician during the hours of 4:00-5:00 p.m. At any other times, the Resident Nurse is to be consulted, if books or articles of clothing are needed for bed patients.
5. Bed-care: Bed space for routine observation is available; however, cases requiring bedside care or other specialized services will be referred to the local hospital.
6. Meal Service in Health Center: In keeping with the above schedule, patients will be served the customary liquid, soft, or regular diet as prescribed by the College Physician. If any special diet is prescribed by the College Physician, the student will be charged \$1.00 extra per day or portion thereof.
7. Referral to physician's office or hospital: The College Physician may direct any case to be sent to his office or to the hospital if attention by a physician is needed at other than regular Sick Call hours.



8. Notice to Parent/Guardian: The College Physician or other attending physician will call a parent or guardian when first convenient when hospital confinement or specialized medical attention appears needed. Cost of such a call will be charged to the student's bill either at the physician's office, the hospital, or the Health Center. When desirable, the physician will communicate the matter to one of the Deans of Students, except that the Resident Nurse will include such matters in her daily morning report to the Office of Student Affairs and to the Faculty Advisers concerned.
9. Medication and Special Services: Medications believed appropriate for routine administration by the Resident Nurse will be approved by the College Physician and held in stock in the Health Center. Supplies and equipment necessary for examination room and bedside use by the physician will be maintained without additional charge. Special services and special medications as prescribed by the College Physician or another physician may be administered in the Health Center only with the approval of the College Physician. Students concerned will bear the costs of such services and/or medications as a personal expense.
10. Check-out of Patients: After bed-care assignment, students may be released officially from the Health Center and readmitted to classes and other campus programs only by permission of the College Physician.
11. Absence excuses for classes missed during periods of sickness or accident while confined in the Health Center are to be approved in the Registrar's Office upon recommendation of the Health Center staff. Absence excuses must be initiated with the Health Center within 24 hours following return to classes.
12. Non-residents who are absent from classes because of illness or accident must report to the Health Center for an absence excuse recommendation by that staff to the Registrar. Written notes from a family physician will help expedite action in the Health Center. Absence excuses must be initiated with the Health Center within 24 hours following return to classes.
13. A roster of all students having sickness and accident insurance through the college-sanctioned plan will be provided each physician and the Scotland Memorial Hospital by the Business Office. This policy pays only for patients treated in a hospital. Each individual student is responsible for the proper processing of insurance claim reports.
14. Unless specifically informed by a member of the Health Center that a particular charge is authorized for payment by the College, the hospital and physician concerned are to bill the student directly for services rendered. The College, of course, expects each student to keep his financial obligations on and off campus clear at all times.

## COLLEGE HOUSING

The operation of residence halls is undertaken at St. Andrews in recognition of two primary concerns: one is that of providing on-campus housing accommodations as a part of the auxiliary services for students; and, the other concern is that of providing educational experiences in a living and learning context as a part of the out-of-class life of students.

In the first instance, the provision of suitable living space, the furnishing and up-keep of such facilities for maximum utilization, and the service personnel needed for maintenance of the physical properties primarily are business management affairs which reside with the College Business Manager and his staff. In the second instance, staff direction of dormitory-life programming, coordination of student activities, and leadership for implementing programs suitable to group living and learning resides with the Deans of Students as a part of the overall function of the Office of Student Affairs.

Officials of St. Andrews extend to students, through their representative leaders, the opportunity to develop greater maturity and insight as they participate in the self-government and self-administration of residence hall life in cooperation with official representatives of the College. Routinely, residence halls are administered jointly by House Councils, composed of elected house officers and student resident assistants, and the Residence Directors, in keeping with guides provided in this handbook; however, should points arise that judgments of directors and councils differ, that of the directors will prevail until written recommendations from the councils and the directors can be reviewed by the Deans in Student Affairs.

The Deans in Student Affairs, assisted by the Inter-Dormitory Council, represent the Dean of Students and other officers of the College as the primary source of reference for development of residence life programs and for interpretation of policy matters and questions of procedure relating to residence life. And, while services of a business or plant facility nature in the residence area reside with the College Business Manager, the Office of Student Affairs is the proper point for initial reference in such instances. Official Announcements relating to residence hall matters will be filed with the Residence Directors and House Presidents, whether such announcements relate to interpretations or to change which may be recommended.

The role of the Inter-Dormitory Council in affairs relating to residence life is considered to be a most important one, particularly in attempts to relate the programs of one residence hall to others. Officials of St. Andrews invite resident students to share their ideas for improving residence life within and between dormitories with members of this Council and with the Assistant Deans who serve as liaison between the students and the Administrative Staff and Faculty. Since the members of this Council are the chief student resident leaders, its view regarding residence activities and services are important considerations in policy formulation and revision whether initiated by students through procedures established for the Student Association program or by staff or faculty leaders.

## COLLEGE COUNSELING

Assistance to students in their consideration of academic and personal problems is available upon request from (a) their Faculty Advisers, (b) the academic and student personnel deans, (c) the College Health Center and the Presbyterian Guidance Center. The deans will approve necessary referrals to on-campus agencies with no expense to the student; however, the student may request assistance from the Presbyterian Guidance Center staff or off-campus agencies (medical or otherwise) by direct contact and at his own expense.

1. The advisory program guides relating to Faculty Adviser-Student Advisee relationships are explained in greater detail in Section VII under "Advisee-Adviser Relationships in Program Planning." While the role of the student's Faculty Adviser primarily is one concerned with ways and means for helping the student improve and increase his academic competence, it is recognized that personal concerns outside the classroom frequently influence academic performance; therefore, students are urged to request guidance from their advisers regarding progress or problems whether or not the immediate concern seems to be one of an academic nature or personal nature.

2. The academic deans (Dean of the College and the Assistant Dean of the College) and the personnel deans (the Assistant Deans of Students in the Office of Student Affairs and the Dean of Students) are available to assist students on referral from the Faculty Advisers or by appointments requested by individual students. Referral to the Presbyterian Guidance Center or to off-campus agencies should be made through one of the deans.

3. The College Health Center Staff, nurses and doctors, are available for assistance to students in keeping with program guides outlined in Section C-I of this handbook. While assistance for health and medical aid should be requested directly to the Health Center, the student may arrange for such assistance on his own off-campus. In such instances, college officials can assume no responsibility either financially or otherwise.

4. The College Pastor invites students to discuss their spiritual concerns with him when desired, regardless of the student's religious affiliation. Interests and problems relating to the campus religious life programs should be referred to him for appropriate consideration.

5. The Presbyterian Guidance Center program is oriented primarily to assist high school juniors and seniors from Presbyterian churches of the Synod of North Carolina; however, a portion of the Presbyterian Guidance Center staff time is devoted to students of St. Andrews whether members of a Presbyterian Church or not. Appointments with the professional staff of the Guidance Center may be arranged through one of the college deans or by the student directly by telephone or personal contact at the Presbyterian Guidance Center. The Center is an agency of the Synod of North Carolina, located on the



south campus of the College. The Dean of St. Andrews is a member of Synod's Committee maintaining oversight of the operation of this agency and its program and the staff of the Presbyterian Guidance Center invites students to inquire about available services which its staff provides.

6. Other personnel and services relating to counseling and guidance for students at St. Andrews include:

(a) Career planning: Major department advisers and Placement Coordinators (department heads unless otherwise announced) are available for assistance. The Dean of Students, with the Financial Aid Officer, assists both students and faculty leaders in job placement services.

(b) Financial Aid: (grants, loans, and job placement on a part-time or full time basis) The Financial Aid Officer will receive applications from students for financial assistance based primarily upon need, and will counsel with students and others in matters relating to job placement both on and off the campus. This officer, with the Dean of Students, will assist students, major field advisers, and prospective employers in locating work opportunities, arranging interviews, and in providing information relative to job possibilities while enrolled, during summer vacation periods, and following graduation. Students who are interested in having applications on file, whether work or other aid is based upon need or special talents, should consult with the Financial Aid Officer, Dean of Students, or one's own adviser for further information.

(c) Foreign student matters: The Dean of Admissions is available to discuss questions of particular interest to students attending or planning to attend St. Andrews from out of the country. Matters relating to reports required by governmental agencies and similar concerns of those in "foreign student" status should be referred to this college official.

(d) Military and veterans' affairs: The Dean of Admissions is available to discuss questions of particular interest to these students, including the filing of reports required by governmental and other agencies regarding students under programs relating to military or Veterans Administration services.

(e) Reading improvement program: The reading program is designed primarily to assist students with reading difficulties to improve their reading speed and comprehension and is under the coordination of the staff of the Division of Education and Psychology, Visual Aids Services. While participation in the program is required for certain students, students who have satisfactory competence but who wish to improve, may petition the Reading Coordinator for permission to participate either in the class or laboratory program.

## STUDENT CENTER

Considered the focal point of the social and recreational life on campus, the Center provides both for services and activities to and by students, and for the total college community. To assist in the development of appropriate services and activities, including recommendations as to policy level guides and procedures, a Student Center Board is authorized. This committee of students, selected by students as their representatives, works with the Office of Student Affairs in carrying out its functions. The primary function of these campus leaders is two-fold: the establishment of guidelines for promoting Center activities and services not provided for elsewhere, and the implementation of programs which will serve the general welfare of the campus community as a part of the total social and recreational life of the college.

On the one hand, the basic operation of the Student Center is that of student life activities and services. In these areas, the staff of the Office of Student Affairs and the members of the Student Center Board serve jointly in activity programming as a part of the overall area coordinated through the Office of the Dean of Students. On the other hand, services through the media of the Dining Hall, Snack Bar, College Store, and Post Office operations, are basically business management affairs. In these areas, the staff of the Office of Student Affairs and the members of the Student Center Board serve jointly to make recommendations to the Food Service Director and the College Business Manager. In matters where conflict of interest may be indicated, the President of the College serves as the source of final review and authority.

Unless otherwise provided for, the Student Center Board is the source of referral for all activities and services in the Student Center including those phases of the Center operation which reside with the Business Manager. In consideration of matters relating to the Dining Hall, Snack Bar, College Store, and Post Office, the supervisor whose operation may be involved serves as an ex officio member of the Student Center Board. The judgments and recommendations of the Student Center Board and the staff advisers are essential to sound policy formation and administration and all who may have interest in the programs of the Center are urged to communicate their suggestions to members of the Board for follow-up attention.

Basic Guides for the Student Center

1. Scheduling use of the various rooms of the Center requires clearance through the Office of Student Affairs.
2. The Center is provided for the use of students of St. Andrews and their guests, staff of the college, alumni, and persons who have official business on the campus. Students are responsible for their guest, with observance of the following regulations expected:

(a) Bridge and dancing are permitted except on Sundays.

(b) Bermuda shorts are permitted except in the Dining Hall during the noon and evening meals Monday through Saturday, with the expectation that neatness, decency, and cleanliness are considerations to be observed at all times.

(c) Sunday dress in the Center is the same as that expected in classrooms except that dress-up attire is to be worn for the noon meal.

(d) Student Association officials are granted office space where available and are expected to assume responsibility for its proper care and use. When available, cabinets for storage will be assigned. Keys are available with payment of a \$1.00 deposit with an extra charge per key in excess of two per office or cabinet.

3. Individuals and groups using the Student Center are expected to exercise due respect for the physical facilities, equipment, and other persons in the Center. Observance of the following guides will save embarrassment, including possible charges for unnecessary wear and tear or other appropriate action:

(a) Unless otherwise announced for a scheduled coffee, tea, reception, etc., refreshments are not permitted in the Main Lounge.

(b) Sitting on tables, placing cigarettes on tables or floors, and similar careless conduct are acts which indicate a lack of respect and concern for property and cannot be tolerated.

(c) The use of unauthorized appliances, opening of windows while air conditioning units are in operation, and the moving of furniture or equipment without prior authorization must be avoided.

(d) Recreational supplies such as ping pong paddles, pool balls and cue sticks, playing cards, chess, records, etc., are available and should be returned after use.

(e) Other guides necessary to the effective operation of the social-recreational areas of the Center will be announced through the Office of Student Affairs.

4. Meeting rooms are to be scheduled through the Office of Student Affairs; however, use-priority is given to those groups which have assigned space as provided for above.

(a) The Small Dining Room with a seating capacity of 35 may be used for conference meetings and meal service.

(b) The President's Dining Room will accommodate 8 to 10 people and offers a more formal setting.

(c) The Alcove may be used for meals and special occasions and will accommodate up to 75 people.



(d) The Small Lounge is available for large or small group meetings while the Main Lounge is reserved as an open lounge except for special occasions.

(d) The Snack Bar is provided for snacks and fellowship, including bridge, dancing, and similar social activities appropriate to the area; however, the Snack Bar may be scheduled for special programs, such as seated meals from time to time where other food-service facilities may be too small or too large.

5. Reservations and Requisitions relating to use of Center facilities must be processed by an officer of the group desiring a particular facility in order that proper clearance of dates, time, spaces, and services needed may be assured. Such clearance must be secured sufficiently in advance of the date required. While only a matter of hours may be necessary in some cases, days or weeks may be required to arrange special services or to provide special equipment or other adjustments.

6. The use of bulletin boards, the display of posters, and use of communication systems in or around the Student Center require advance clearance from the Office of Student Affairs. Assignment of space for the college-year or for a shorter length of time may be requested through that office, and when so assigned, such space and use thereof is the responsibility and privilege of the group holding such space and is not to be encroached upon by others unless specifically authorized in writing through the Office of Student Affairs.

7. Other regulations presented in this handbook are applicable to the Student Center unless otherwise announced by the Office of Student Affairs following recommendation by the Student Center Board or other authorized agency.

#### Hours for Operation of Student Center

1. The Main Center...Sundays through Fridays,  
     7:00 a.m. - 11:00 p.m.  
     ...Saturdays, 7:00 a.m. - 12:00 midnight.
2. Dining Hall.....Monday through Saturday (except  
     Saturday Supper):  
     Breakfast: 7:00 a.m. - 8:15 a.m.  
     (No hot food will be served after 8:15 a.m.,  
     but service area will remain open until 9:00  
     a.m. to serve those students who wish only  
     cereal and coffee for breakfast).  
     Lunch: 11:30 a.m. - 1:30 p.m. (Permission  
     to eat prior to 11:30 a.m. must be obtained  
     in writing from the Student Affairs Office).  
     Supper: 5:00 p.m. - 6:30 p.m. (Saturday  
     Supper: 5:00 p.m. - 6:00 p.m.)  
     Sundays:  
     Breakfast: 8:00 a.m. - 9:00 a.m.  
     Lunch: 12:00 - 1:00 p.m.  
     Supper: 5:00 p.m. - 6:00 p.m.

Note: All students are requested to leave the main dining room area not later than 30 minutes after closing times listed above in order for cafeteria personnel to complete their assigned duties. The cafeteria uses a self-bussing system. Each student is expected to place his tray on the conveyer belt leading to the dishwashing area.

3. College Book Store...Mondays through Fridays:

--8:30 a.m. - 1:30 p.m.

--3:00 p.m. - 5:00 p.m.

...Saturdays:

--8:30 a.m. - 12:00 noon.

4. Post Office Window Service...Mondays through Fridays:

--8:30 a.m. - 9:00 a.m.

--11:30 a.m. - 1:15 p.m.

--4:30 p.m. - 5:00 p.m.

.....Saturdays

--8:30 a.m. - 9:00 a.m.

--11:30 a.m. - 12:15 p.m.

Note: All resident students are required to rent post office boxes. There is no General Delivery service.

5. Snack Bar Counter Service...Mondays through Fridays:

--7:30 a.m. - 10:30 p.m.

...Saturdays: 7:30 a.m. - 11:30 p.m.

...Sundays: 3:00 p.m. - 10:30 p.m.

Note: All persons using the Snack Bar are asked to vacate the facility no later than 15 minutes after the counter closes.

## THE DETAMBLE LIBRARY

Mrs. Carl Bennett, Acting Librarian

Hours

Variations from these hours will be posted.

Monday - Friday... 8 A.M. - 10 P.M.  
Saturday ..... 8 A.M. - 5 P.M.  
Sunday ..... 2 P.M. - 5 P.M.  
                              7 P.M. - 10 P.M.

The Library is a beautiful three story building (the third a mezzanine) near the lake on the academic side of the campus. It was completed and occupied in May, 1964. The accompanying diagrams show the floor plan. Ample shelf and study space has been provided with a great many individual carrels for distraction-free study.

The Library exists for the use of the college community. Its resources are selected to provide instructional material for class work, research material for those with special interests, and recreational reading. Members of the staff are glad to help in any way they can to find materials and to answer questions.

Some general regulations should be mentioned here; others will be found later in discussion of topics where they are applicable.

1. Dress appropriate to the academic side of the campus should be worn in the library.
2. No food or beverages may be brought into the library.
3. Smoking is not permitted.
4. Use the main entrance. The side doors are emergency (fire) exit doors only.

First Floor

Reserve Room: Books assigned by instructors as required reading are listed by course name and number in a loose leaf notebook kept on the Circulation Desk. Some reserve books are shelved behind the Circulation Desk and this fact is indicated. Other books will be found on open shelves in the Reserve Book Room. They are to be used in the library during library hours; if a user desires to take a reserve book to another floor he must sign the reserve card and leave it at the Circulation Desk. Most reserve books may be taken from the library for overnight use after 8:00 p.m. or for the weekend after 11:30 a.m. Saturday. They must be returned by 8:30 the following morning (Monday morning for books checked out on Saturday). Exceptions may be made only on written request of the teacher of the course involved.

## Second Floor

Reference Area: Encyclopedias, dictionaries, atlases and other reference books are arranged according to the Dewey Decimal classification on shelves in the north end of the library overlooking the lake. Periodical indexes, such as Readers' Guide, International Index and Education Index, are on special tables in the center of the Reference Area. Use these indexes to help you find articles on the subject you are interested in, then look in the last drawer, "Periodicals," of the card catalog and see if the library has the periodicals and volumes you need. Use the guide card at the front of the drawer to help you interpret the information on the cards in the file. Bound volumes of periodicals are on open shelves in the southwest end of the Stacks on this floor. Unbound issues should be requested from the librarian on duty, using the slips found on the index tables. Periodicals and books in the Reference Collection do not circulate out of the library.

Card Catalog: The card catalog is an alphabetical listing of the books in the library, with cards for authors, titles and subjects filed together. Books are arranged by the Dewey Decimal classification and may be located by the call number which is typed in the upper left corner of each card. "F" is used for fiction in English and "B" for individual biography. Special location marks are typed or stamped above the classification number for books not in the general collection. They are:

- R - Reference Area
- J - Juvenile
- Sc- Scottish Collection
- M - Music Library - Vardell Building

Book Stacks: General works (000) and books on philosophy (100), religion (200), and the social sciences (300), as well as juvenile books and bound periodicals will be found on open shelves on this floor. Microfilm and microcard readers are located near the bound periodical shelves.

Scottish Collection: The library has a special collection of books of Scottish literature and history which is located just off the reference area. Books which have charge cards in pockets in them may be checked out. Others may be used in the library.

## Third Floor

The mezzanine floor contains the remaining book collection. Language (400), pure and applied science (500, 600), history (900), biography (920 and B) and fiction (F) are shelved in the Stacks and Lounge Reading Area. Fine arts (700) and literature (800) may be found in the Study Area overlooking the lake. Also on this floor are a conference room and a room furnished with individual carrels for faculty use.

## Music Library

Music scores and records are shelved in the Music Library in the northeast corner of the Vardell Building. A separate catalog is maintained there. Listening booths with earphones are available.

Fines: Since reserve books are in great demand a severe penalty is imposed for failure to return them when due. Twenty-five cents for the first hour or fraction of an hour is charged, plus five cents for each additional hour or fraction of an hour, up to a limit of fifty cents per book per day.

Periodical Reading Area: Current periodicals and newspapers are arranged alphabetically by title on open shelves. Back issues of the current volume may be found behind the sloping shelf holding the current issue. Older periodicals are shelved on the second floor.

Circulation Desk: All books taken from the library must be charged out at the Circulation Desk. Circulating books may be borrowed for a period of two weeks and may be renewed for one additional two-week period if no one has requested a "hold" on the book. Books must be brought to the Circulation Desk for renewal. All books are subject to recall if needed by a faculty member for class use or reserve; renewed books may be recalled if requested by someone else. Reserve book fines apply to recalled books not returned promptly.

To borrow a book: Take book to Circulation Desk, sign full name on both cards found in the book pocket, and wait for book and cards to be stamped with the due date. Please note the due date. It is your responsibility to return the book on time. Do not lend books charged to your name. All books and fines are due no later than "Reading Day" at the end of each semester. Failure to settle library accounts will result in the withholding of grade reports, permission to graduate and release of transcripts.

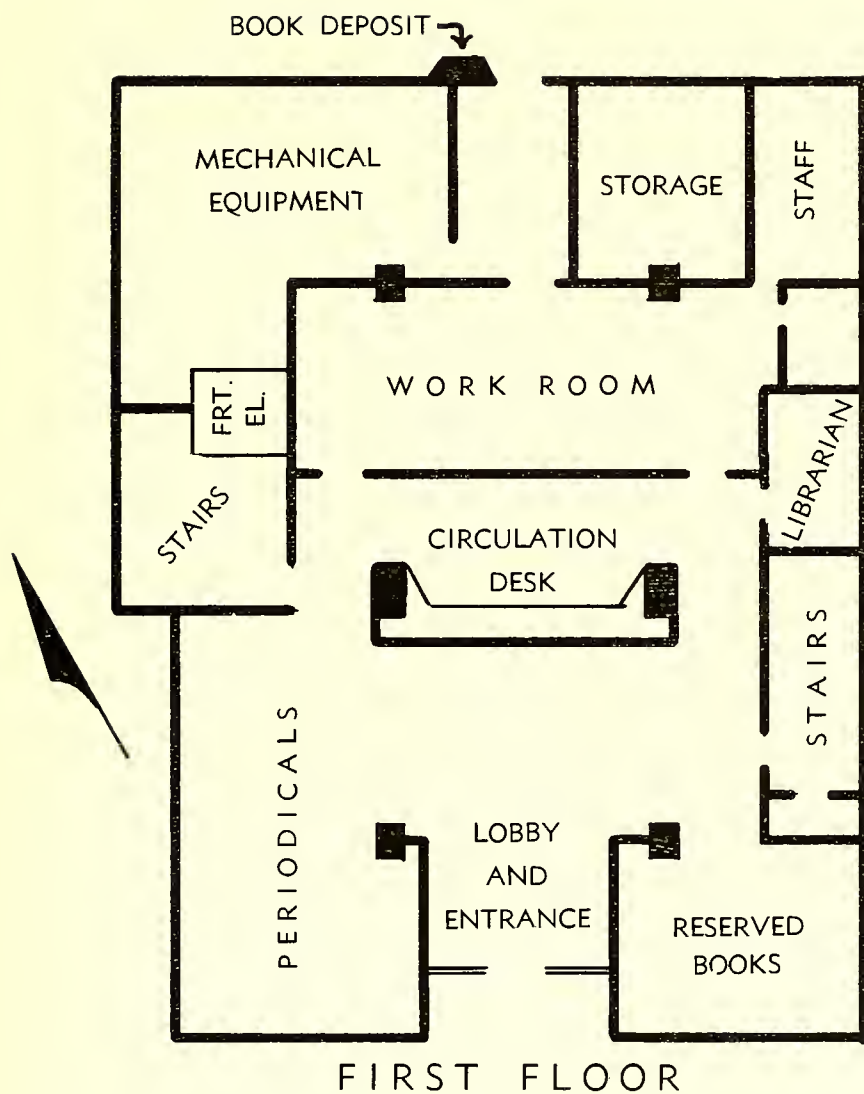
Fines: To encourage the prompt return of books for use by others, a fine of five cents per day per book will be charged. To minimize record keeping, overdue charges on two-week books will be discounted fifty percent if they are paid when the books are returned. This discount is not allowed on overdue reserve books or on recalled books which are not returned promptly. If a book has to be sent for, a messenger fee will be added to the overdue fine.

Lost books: If you lose a book, report it promptly since fines accrue until the loss is reported. Full publisher's price, plus fines, will be charged. If a lost book is found, return it to the Circulation Desk; your payment will be refunded upon presentation of your receipt.

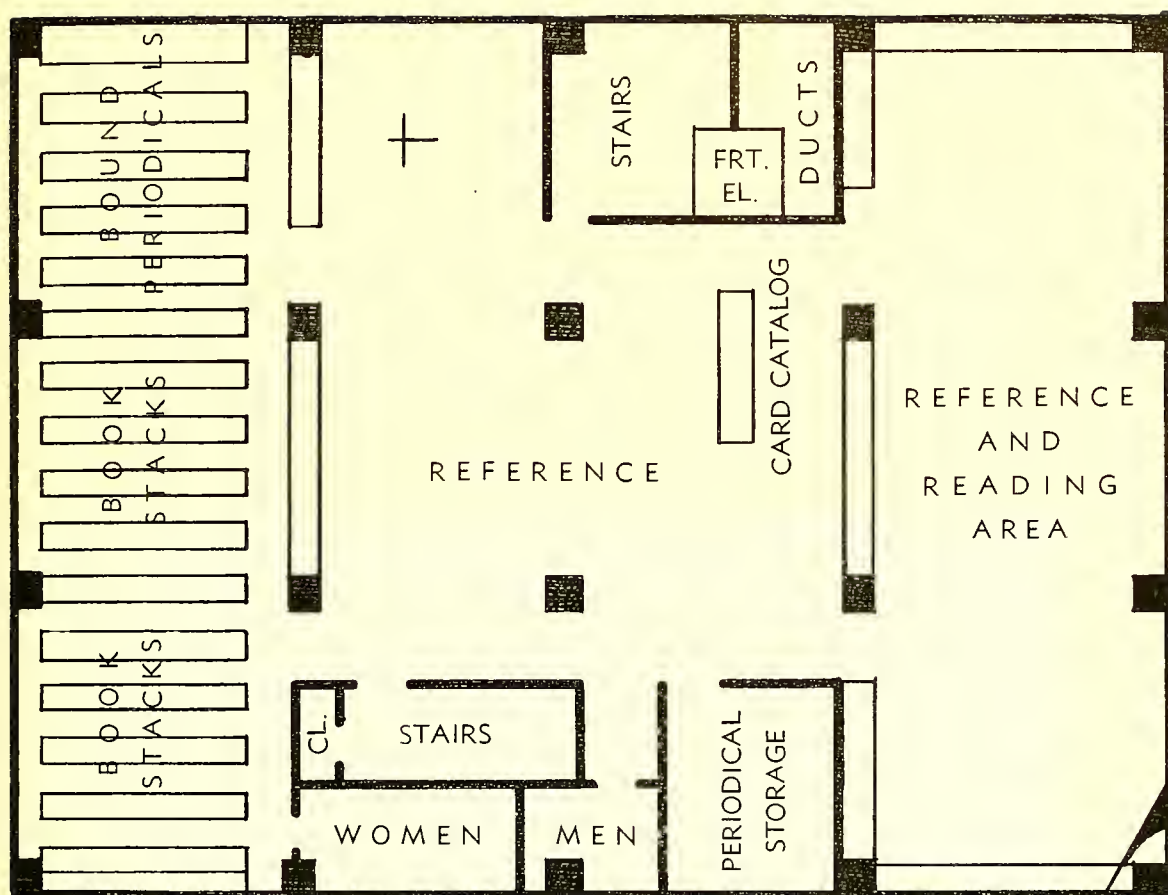
Book Deposit: Books that are not overdue may be returned when the library is closed by means of the book deposit slot near the service (lakeside) entrance to the library.



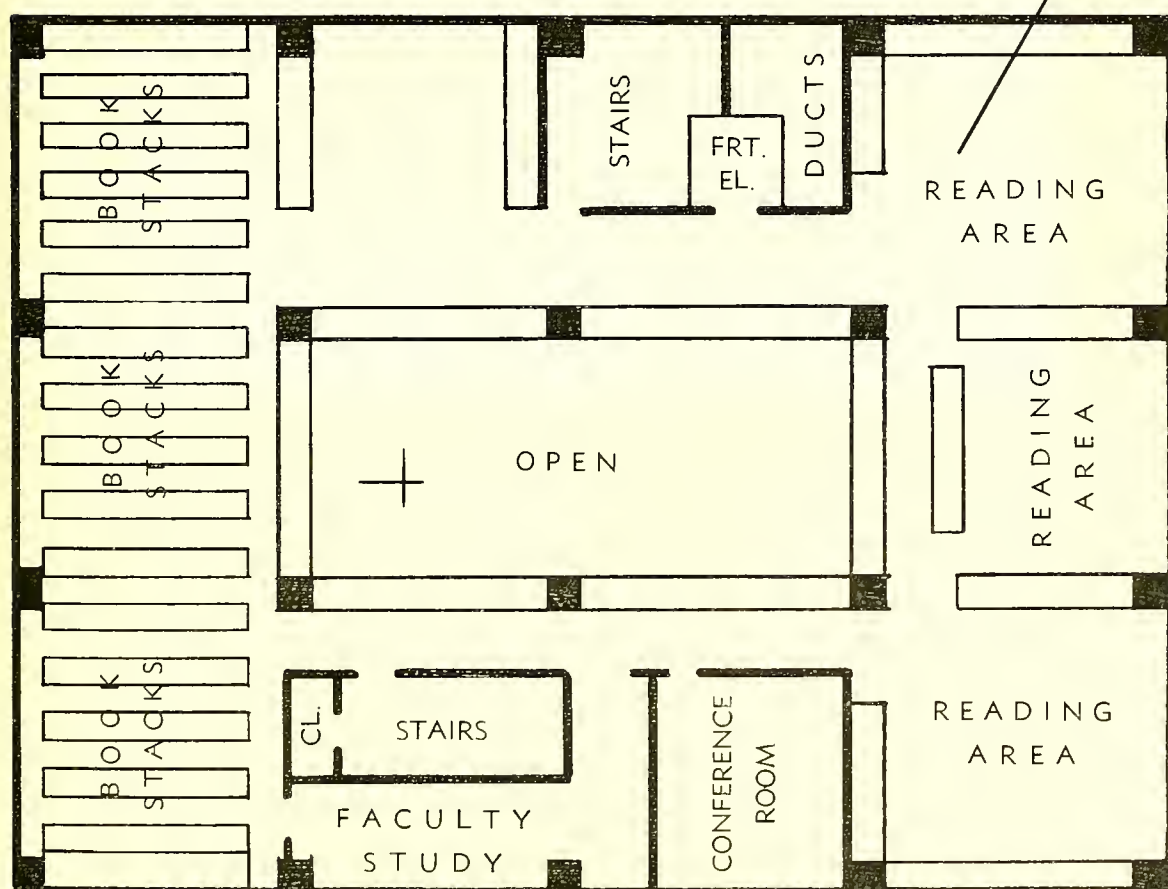








SECOND FLOOR



THIRD (Mezzanine) FLOOR







**CAMPUS**

**ACTIVITIES**



## ACADEMICALLY-RELATED ACTIVITIES

## 1. Academic Class Organization

Freshman, Sophomore, Junior, and Senior classes offer occasions throughout the year for social and service activities of such a nature as to identify students more closely with their fellow classmates. Each student, whether of the Class of '66, '67, '68, or '69, should be alert to announcements relative to meetings of your class and to give support to the class leaders who will be announced early in the fall.

For the guidance of all students, one's official academic classification is closely allied with his academic standing as provided for in the following extract from the official college catalog:

Senior class member upon completion of 90 semester hours with grades sufficient to result in an average of 1.9 on all work attempted.

Junior class member upon completion of 58 semester hours with grades sufficient to result in an average of 1.7 on all work attempted.

Sophomore class member upon the completion of 26 semester hours with grades sufficient to result in an average of 1.5 on all work attempted.

Freshman class member upon completion of admission requirements and with registration for no less than 12 semester hours during each semester.

Special students are those who register for less than 12 semester hours, or those who drop below 12 semester hours sometime after registration is completed as scheduled. Special students are not eligible to hold office, represent the college, or otherwise be recognized as a regular student unless specifically approved by the Faculty Executive Committee.

## 2. Academic Honors

The Dean's List recognizes superior achievement average each semester and is published soon after the end of the semester. To be included on the Dean's List, juniors and seniors must have a quality point average of 4.5 for the preceding semester, freshmen and sophomores a quality point average of 4.0, and a clear citizenship record.

The Honor Society at St. Andrews is composed of those juniors and seniors whose entire academic records have been outstanding. Members of the Honor Society are announced at a special Convocation each spring, and the requirements are patterned after Phi Beta Kappa, the national scholastic honor society. To be eligible, a student should have an overall quality point average of 5.0 on all his college work and have completed at least five semesters.

Student marshals are chosen each spring by the Faculty Executive Committee from those rising seniors who have the highest academic records in the class. The six men and six women with the highest quality point averages for their entire college career are normally selected. The Committee does take certain other factors into consideration, however, since the student marshals are called upon to act as ushers at Commencement and at a number of other events during the year. The man and the woman in the rising senior class with the highest quality point averages are designated chief marshals.

Who's Who Among Students annually includes approximately a dozen juniors and seniors from St. Andrews. They are listed in the national volume of WHO'S WHO IN AMERICAN UNIVERSITIES AND COLLEGES on the basis of their participation and leadership in academic and extracurricular involvements, their responsible citizenship in the campus community and their potential as leaders in society.

Ballots for nominating and rating students are provided all students and faculty in the fall and the final selections are made by a joint student-faculty committee. The announcement of students selected is made in the spring and they are presented at the annual awards night, featured in The Lance, and recognized in other appropriate ways.

### 3. Fine Arts, Music and Drama

For those who are interested in drama, the Highland Players provide opportunity for acting, staging, and other training in aspects of the theater. As a part of the total program of the Conservatory of Music, several groups lend much to the cultural life of St. Andrews. The Band, the Orchestra, the Mixed Chorus, and the Women's Chorus exemplify the opportunities for those with musical interests. In addition, a number of Senior Recitals and performances by members of the Conservatory faculty will be provided for the enjoyment of the College community. Opportunity for expression of interest and talent in the area of Art is provided. Highlighting this phase of St. Andrews are the exhibits which are presented throughout the year. You are invited to develop new skills and new interests in art as a part of your course of study or as leisure enjoyment.

The Concert-Lecture Series, open to all members of the College community, features outstanding speakers and artists from throughout the world. While freshmen are expected to attend a major portion of the programs as highlights of their first year, all students are urged to place each event in the series on their "must" calendar. Mr. McDonald is chairman of the committee and invites your suggestions. No additional charges are made for attending these events.

1965-66 Concert-Lecture Series

October 11, Monday	-----	Walter Kaufmann, Lecturer
November 16, Tuesday	-----	Dr. P. K. Banerje, Lecturer
December 2, Thursday	-----	Wiley Ley, Lecturer
January 7, Friday	-----	Nelson and Neal, Duo-pianists
February 15, Tuesday	-----	William O. Douglas, Lecturer
March 7, Monday	-----	The Greg Smith Singers
April 27, Wednesday	-----	Walter Carringer, Baritone

The Highland Players - 1965-66 SeasonOctober 26-30 (1aa)

plain and fancy

November 17-20 (1aa)

the boy with a cart\*\*

a phoenix too frequent

December 9-11 (1aa)

children's theatre production

January 12-15 (1ab theatre)

readers' theatre production

March 2-5 (1aa)

five finger exercise

March 17-19 (1aa)

the bartered bride\*

May 4-7 (1aa)

faust, part one

\*produced jointly with the school of music

\*\*to tour in late january and early february



## NON-ACADEMIC ACTIVITIES

## 1. Activity Scheduling Procedures

Scheduling of programs, meetings, social events (parties, dances, banquets, picnics, etc.) and other functions may be arranged by students or student groups provided the proper form is completed by them and approved in the Office of Student Affairs. Both on-campus and off-campus activities by college sponsored or college related groups should be properly scheduled. Activity Scheduling Request Forms may be obtained in the Office of Student Affairs and must be approved a minimum of two weeks in advance for events open to the student body and one week in advance for other activities.

The following information is necessary in scheduling an activity:

- (a. Explanation of necessary financial arrangement, including the student groups' plans for financing the event.
- (b. Proposed contracts for services needed for event.
- (c. Location and tentative approval of facilities needed.
- (d. Names of two chaperones in case of social event. Three couples, two of them faculty or administration members, are necessary for major dances.
- (e. Approval of plans by the College Sponsor or a Dean of Students if the Sponsor is not available.

If funds to be disbursed from the College Business Office are involved, the following provisions must be adhered to:

- (a. A College Requisition, signed by the organization Treasurer and the group Sponsor, or a Dean of Students, must be submitted to the Business Manager or his representative for issuance of the appropriate check(s); however, if the funds adequate to cover the full cost of the event have not been allocated in the organization budget, the student group President or Chairman, Sponsor, and Treasurer must appear before the Business Manager or his representative and make a Financial Note for any difference which may be involved. If a Contract for Services is involved, the same representative must approve such contract prior to presentation of it to the Business Office representative.
- (b. No contracts for cash will be approved; and except for contracts with out-of-state parties for which Cashier's checks and Receipt of Payment forms may be used, all disbursements from the Business Office will be by regular College drafts.

- (c. A minimum of 72 hours (three days) must be allowed the Business Office for handling requisitions, contracts, or checks.
- (d. Subject to the approval of the Business Manager or his representative, purchases or commitment for expenses by individual students before or after authorization through the process of the requisition procedure may be permitted.
- (e. Any student who negotiates services or expenses without clearance as outlined above must assume full responsibility himself for any such commitment(s) he may have made or implied.

If College facility and/or equipment use are involved, the following provisions must be adhered to:

- (a. A College Requisition, signed by the organization Treasurer and the group Sponsor, must be submitted to the Business Manager or his representative for processing facility and equipment-use requests. Arrangements for necessary expense in facility preparation, equipment arrangement, supplies such as those needed for decorations and refreshments, and clean-up afterward, must be included with the requisition.
- (b. If a special preparation order is necessary, no less than two weeks may be required for delivery.

In all other matters relative to social activities, one of the Deans of Students (and the Business Manager when funds or facility-use other than that of an obviously intended nature) will serve to review the request. In cases of conflict of interests, the Student Life Committee will be the final authority subject to review by the President of the College.

## 2. Advisers for Clubs and Organizations

Faculty Advisers to the legislative and judicial branches of student government, to the publications (The Lance, Lamp and Shield, Literary Magazine), and to the Student Christian Council are appointed by the Dean of the College upon recommendation by the Faculty Executive Committee. Faculty and administrative staff representatives on the Student Life Committee and on the Student Judiciary Board and the Student-Faculty Appellate Board are selected by the same procedure.

The Cabinet, Student Center Board and Inter-Dormitory Council advisers are representatives of the Dean of Students. A representative of the Physical Education Department serves as adviser to the Intramural Sports Council.

Faculty advisers or sponsors of social and department-related clubs and organizations are nominated by the groups and approved by the Dean of the College and the Dean of Students. Academic class sponsors are selected by class officers in consultation with the Dean of the College and Dean of Students.

Student leaders should recognize that their group adviser/sponsor is their official liaison to the Administration and Faculty, and that each, in such capacity, needs to be counselled with and informed to assure mutual concern and support. Administrative and faculty leaders frequently ask the group adviser/sponsor whether he understands fully the plans being promoted by the student group. In the absence of such understanding, little support can be expected from the adviser/sponsor should the need for review or follow-up by an administrative or faculty agency become necessary.

Procedure for selection of faculty advisers is authorized by the St. Andrews Faculty By-Laws.

Advisers are members of the college faculty and staff who serve as official representatives of St. Andrews to voluntary student organizations or activities carried on by elected student leaders. Advisers' authority comes from the College while the student leaders' authority comes from the groups which selected them for leadership. Student leaders and advisers should be mutually concerned with helping the groups reach their immediate and long-range objectives as well as with enhancing the educational relevance of the activities and the goals of the College. The role of advisers may vary from year to year depending upon the effectiveness of student leadership. Their participation in organizations may at times be indirect and at other times direct.

Advisers and student leaders need to determine how much "advice" groups need in light of their history, the strength of their leadership and their goals. Both advisers and student leaders should keep in mind that the rationale for the existence of student organizations on the campus is that they participate responsibly as a contributing part of the educational enterprise. Other considerations believed helpful for good adviser-group relations are:

- (a. The adviser is able to assist in working out arrangements for meetings and providing information about the group's status and objectives and the policies and regulations of the College.
- (b. The adviser is able to suggest ways in which a group can work efficiently toward its objectives. Discussions about leadership-followship responsibility, good organization, developing plans for action and group work may be helpful.
- (c. The adviser is able to assume an educational function in helping to give direction to the program content of the group.

- (d. An adviser is able to work with student leaders to coordinate the activities of an organization with the policies and procedures established through the Office of Student Affairs. This means helping the group to keep informed about such policies and procedures and keeping the Office of Student Affairs or other administrative or faculty agency informed about the plans and programs of the group.

### 3. Chartering and Organizing Procedures

All student groups that meet regularly or for some corporate purpose, must be officially organized and chartered by the Student Life Committee.

Requirements which must be met in order to obtain tentative approval for charter include the following criteria:

- (a. Proposed name of organization
- (b. Statement of purposes, general and specific aims
- (c. List of students interested in organization
- (d. Name of Sponsor(s) who would represent the faculty in the affairs of the organization
- (e. Nature of plans for financing programs and operation of organization, and membership dues if any are to be charged
- (f. Any other information which would support application

A request for tentative approval as a campus organization should be presented to a Dean in Student Affairs for presentation to the Student Life Committee through the Activities and Standards Sub-Committee.

Application for a charter should be made after a minimum of three months and within six months after tentative approval. The sub-committee will make a recommendation about the application to the Student Life Committee who will then take action.

Charters are granted by the Student Life Committee. The basis for evaluation of the group's application includes:

- (a. Fulfilling of its stated purpose(s) and aim(s)
- (b. Presentation of Constitution and supporting data including financial report, membership list, including officers and faculty sponsor(s), attendance records, and projects accomplished.



Extension of tentative approval may be granted by the Student Life Committee on the basis of a satisfactory report filed on or before May 1 of each year with the Secretary of the Student Life Committee. Forms for such a report will be provided by the Secretary at least one month previous. It will include the following data:

- (a. Information about the fulfillment of the purposes of the organization
- (b. Projects accomplished
- (c. Attendance record (number of meetings, average attendance per meeting)
- (d. Financial record, including a balance sheet
- (e. List of current officers and officers elected for the ensuing year

#### 4. Clubs Currently Chartered

Twelve departmentally-related and social service groups have been approved for charter by the Student Life Committee. Each student is encouraged to become active in one of these organizations. Meeting times and places will be determined in the Office of Student Affairs. Qualifications for membership and information about the activities of each group may be secured from one of the officers or Adviser.

Highland Players - President.....Kay McClanahan  
 Vice-President.....Helen Gregory  
 Secretary.....Lillian Phillips  
 Treasurer.....Bob Bercaw  
 Adviser.....Mr. McDonald

The primary purposes are to present and promote superior dramatic art and to help develop the talents of students along theatrical lines by exposing them to all phases of the theatre including stage work, acting, business, publicity, costuming and make-up.

International Relations Club -  
 President.....John Ogle  
 Vice-President.....Nick Gordon  
 Secretary-Treasurer.....Cam Stewart  
 Adviser.....(To be appointed)

To study problems of world interest and to attempt to foster among members a closer conception of international fellowship through world peace are the aims of the Club.



Lettermen's Club - President.....Jack Callahan  
 First Vice-President.....Laurence Smith  
 Second Vice-President....Vann Taylor  
 Secretary.....Roger Dixon  
 Treasurer.....Larry Taylor  
 Sergeant at Arms.....Bob Armour  
   .....Bill Perryman  
 Adviser.....Mr. Hackney

The Club seeks to foster general goodwill and sportsmanship, that desirable quality which is exemplified by the conduct of players, coaches, spectators, and school authorities in courtesy, fairness and respectfulness and so doing, set an example for others.

Music Educators National Conference, St. Andrews Chapter -  
 President.....Laurence Smith  
 Vice-President.....Madeline Leonard  
 Secretary-Treasurer.....Carol Winborne  
 Corresponding Secretary..Walter Boyce  
 Adviser.....Miss Bryant

The Chapter's purposes are to provide opportunities for professional development, for acquaintance with leaders in the music education profession, for school projects and for contacts with MENC members of other schools.

Phi Beta Lambda - President.....Jim Dallas  
 First Vice-President.....Charles Hughes  
 Second Vice-President....Charles Brownley  
 Secretary.....Minnie Smith  
 Treasurer.....Howard Flierl  
 Adviser.....Miss McIntyre

Membership in the local, state and national organizations are unified in the St. Andrews Chapter. The purposes of the group include emphasis on developing competent and aggressive business leadership, creating interest in and understanding of business occupations, participating in projects for the improvement of business and community, and encouraging scholarship and school loyalty.

Radio Club - President.....Billy Miller  
 Secretary.....to be elected  
 Treasurer.....to be elected  
 Adviser.....Mr. McLean

Objectives of the Club are to provide a place for students interested in the use of radio equipment, to operate and maintain a carrier-current broadcast station for the entertainment and enrichment of the student body and to provide opportunity for those interested in "ham" radio to obtain amateur licenses.

Sigma Lambda Gamma- President.....to be elected  
 Secretary-Treasurer.....to be elected  
 Adviser.....Dr. LaMotte

The Club seeks to promote interest in the study of life and culture of the ancient Greeks and Romans, to gain appreciation of the contributions in literature and culture and how they have influenced society, and to assist the Junior Classical League.

Student N. C. Education Association -

President.....Marion Diack  
 Vice-President.....Jane Andrews  
 Secretary.....Frances Stroud  
 Treasurer.....Pat Jones  
 Historian.....Evann Rowe  
 Adviser.....Dr. Daughtrey

Members of the St. Andrews Student NCEA become members of the National and North Carolina Associations by virtue of their membership locally. Purposes of the chapter are to develop among student teachers an understanding of the teaching profession, to give students experience in working together and to stimulate professional enthusiasm and high ethical conduct.

Circle K - President.....Al Thomas  
 Vice-President.....John Campbell  
 Secretary.....Barry Snyder  
 Treasurer.....Vann Taylor  
 Adviser.....Mr. Gross

The Circle K Club of St. Andrews is a service (not social) club, organized and chartered during the 1964-65 school year. It is the student affiliate of Kiwanis International. The purpose is to render service to the campus community. One particular project of the organization has been the publishing and distribution of the bi-monthly St. Andrews Newsletter.

Young Democrats Club-

President.....Elizabeth Parker  
 Vice-President.....to be elected  
 Secretary-Treasurer.....to be elected  
 Adviser.....Dr. Reddick

The purpose of this organization is to interest young voters in the Democratic Party and to stimulate interest in local, state, and national campaign issues. Delegates are sent to the state YDC Convention.

Trumpet Bridge Club-Officers.....to be elected  
 Adviser.....Dr. Carver

The Club seeks to provide opportunity for student-faculty relationships in a recreational participation in bridge and to provide an opportunity for individuals to learn and improve skill in the game. The Club enters the National Intercollegiate Bridge Tournament annually.

Human Relations Club-

President.....Crystal West  
 Vice-President.....Cheryl McNeill  
 Secretary.....Martha Milton  
 Treasurer.....Sue Hedrick  
 Adviser.....to be appointed

The purpose is to inform and guide the student toward the fulfillment of his potentialities in the areas of Psychology, Sociology, Special Education, Business, Political Science, Health and Physical Education, and in technical, professional, and semi-professional levels of employment where an emphasis on Human Relations is significantly relevant.

## 6. Publications

Numerous opportunities for those interested in journalistic and publication areas are provided at St. Andrews. Offices of The Lance and The Lamp and Shield are located on the first floor of the Student Center.

The Lance is the campus newspaper published every two weeks. Meredythe Lawrence is the 1965-66 Editor.

The Lamp and Shield, the yearbook published each May, records memorable events and personalities of the year. Miss Lamp and Shield, selected in a campus-wide pageant sponsored by the yearbook staff, identifies a highlight in the social life of the College year. Jeff Vandergrift is Editor for 1965-66.

Mr. Jack Abernathy serves as publications adviser.

## 7. Sports and Recreation

Varied programs under the auspices of the Department of Physical Education and Health are provided for the skilled as well as the non-skilled students. Intercollegiate athletics in tennis, basketball, baseball, golf, fencing, cross country, track, soccer and wrestling provide for active participation and for spectator enjoyment throughout the various sports seasons. "Try-out" dates for those interested as participants in intercollege competition will be announced by Mr. Hackney and his coaching staff. The programs are open to all students and no athletic scholarships are offered.

Intramural sports, including team, dual, and individual competition in a wide range of activities and games, are provided for your leisure hour enjoyment. Included in this year-long program are: touch football, basketball, volleyball, softball, track, bowling, table tennis, badminton, shuffleboard, horseshoes, archery, tennis, golf, and bait and fly casting. Announcements relative to the formation of teams and the schedule of events will be released by Mr. Hackney and his staff.

Leading the spirit and enthusiasm needed by participants in the intercollegiate athletic programs are the St. Andrews Cheerleaders. Whether a member of that group or merely a spectator, each student is urged to be seen and to support the College teams both in victory and in defeat.

St. Andrews has membership in the NAIA and is a charter member of the new Dixie Intercollegiate Athletic Conference.



**ST. ANDREWS**

**STUDENT**

**ASSOCIATION**





# Practical Pointers on Parliamentary Procedure

The motions or points listed below, 1 through 9, are in order of precedence.

In other words:

SIDE ONE

- A. When anyone of them is pending, you cannot introduce one that is listed BELOW it.  
B. You can introduce one that is listed above it.

YOU WANT TO:	YOU SAY:	May You Interrupt Speaker To Make This Motion?	Is A Second Necessary?	Is The Motion Debatable?	Can This Motion Be Amended?	Is Vote Required? What Percent Required?
1 Adjourn	I move we adjourn	No interruption permitted	A second is necessary	Not debatable	Not amendable	Majority vote required
2 Recess	I move we recess until . . .	No interruption permitted	A second is necessary	Not debatable	Amendable	Majority vote required
3 Register a complaint	Point of privilege, Mr. Chairman . . .	Yes, you may interrupt	No second needed	Not debatable (any RESULTING motion IS debatable.)	Not amendable	No vote required (Chair decides)
4 Suspend further consideration of a matter (To Table)	I move we table this matter	No interruption permitted	A second is necessary	Not debatable	Not amendable	Majority vote required
5 End discussion or further debating of a matter	I move the previous question	No interruption permitted	A second is necessary	Not debatable	Not amendable	Two-thirds vote required
6 Postpone consideration of a matter	I move we postpone this matter until . . .	No interruption permitted	A second is necessary	Debatable	Amendable	Majority required
7 Have further study on a matter	I move we refer this matter to a committee	No interruption permitted	A second is necessary	Debatable	Amendable	Majority vote required
8 Amend a motion	I move this motion be amended to read . . .	No interruption of speaker permitted	A second is necessary	Debatable	Amendable	Majority vote required
9 Introduce a matter or business (A primary motion)	I move that . . .	Cannot interrupt speaker	A second is necessary	Debatable	Amendable	Majority vote required

THESE ARE GENERAL POINTS, PROPOSALS AND MOTIONS AND HAVE NO ORDER OF PRECEDURE OVER ONE ANOTHER. YOU MAY INTRODUCE ANY ONE OF THEM AT ANY TIME, EXCEPT:

SIDE TWO

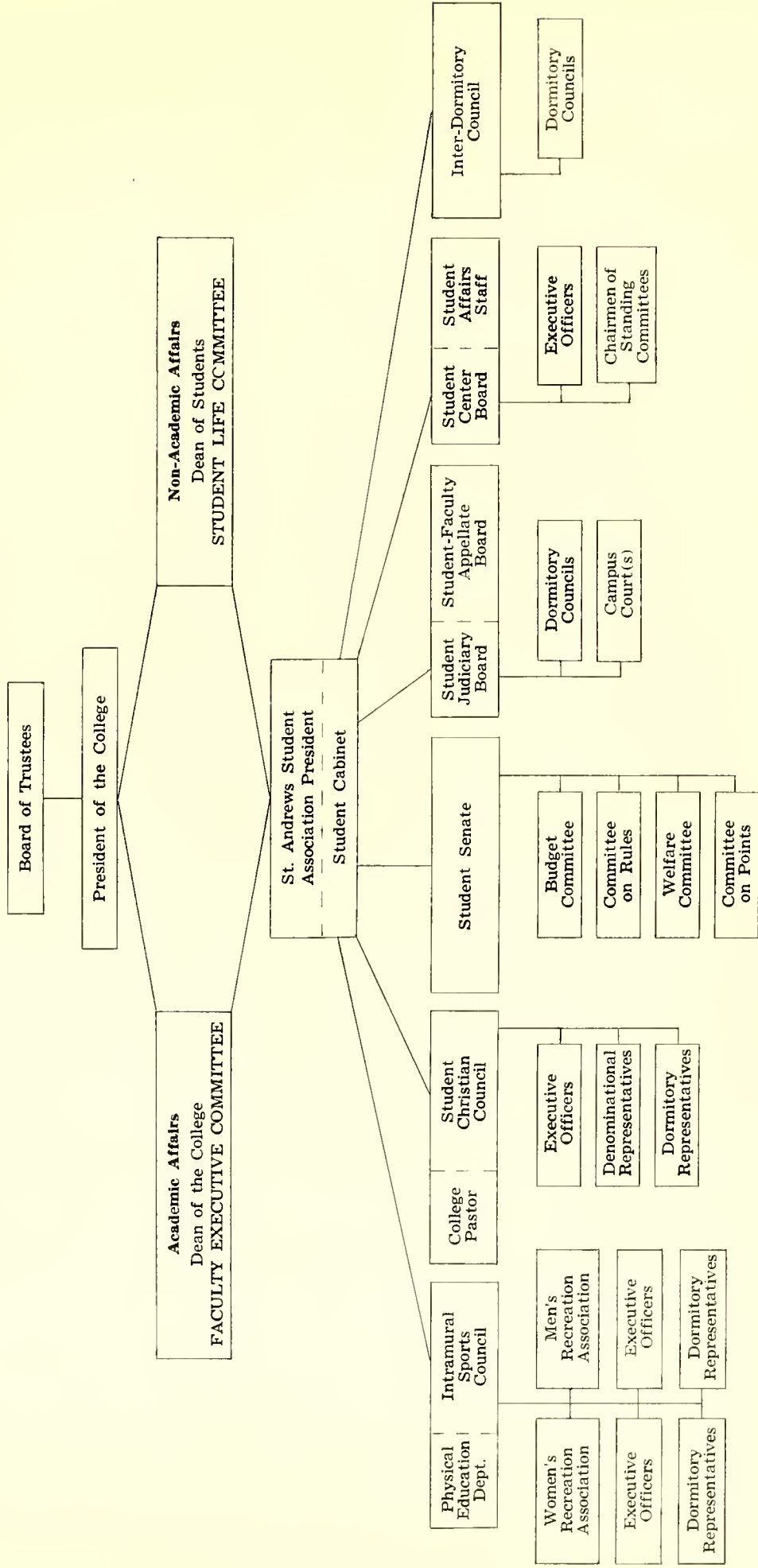
- A. When Motion To Adjourn Is Pending  
B. When Motion To Recess Is Pending  
C. Point Of Privilege Is Pending

YOU WANT TO:	YOU SAY:	May Speaker Be Interrupted To Make This Motion?	Is A Second Required?	Is Motion Debatable?	Can This Motion Be Amended?	Is Vote Required? What Percent Required?
1 Object to error in procedure or to a personal affront	Point of Order	May interrupt speaker	No second	Not debatable	Not amendable	No vote required, Chair decides
2 Request for information	Point of Information	If urgent and to the point	No second	Not debatable	Not amendable	No vote required
3 Verify voice vote by taking actual count	I call for a division of the house	No interruption permitted BUT division must be called by Chairman before new motion can be made	No second	Not debatable	Not amendable	No vote required UNLESS someone objects THEN majority required
4 Object to consideration of a matter you consider improper or undiplomatic	I object to consideration of this question	May interrupt speaker	No second required	Not debatable	Not amendable	Two-thirds vote required against consideration
5 Take up a matter which has been previously tabled	I move we take from the table	May not interrupt the speaker	Must be seconded	Not debatable	Not amendable	Majority required
6 Reconsider something already disposed of	I move we reconsider our action relative to . . .	May interrupt the speaker for record only. (Business at hand takes precedence)	Must be seconded	Debatable IF original motion was debatable	Not amendable	Majority required
7 Consider something out of its scheduled order	I move we suspend the rules and consider . . .	May not interrupt the speaker	Must be seconded	Not debatable	Not amendable	Two-thirds vote required
8 Vote on a ruling of the chair	I appeal the chair's decision	May interrupt speaker	Must be seconded	Debatable IF original motion was debatable	Not amendable	Majority vote required



# ORGANIZATIONAL CHART OF THE

## ST. ANDREWS STUDENT ASSOCIATION







### Organization of the Student Association

Students enrolled at St. Andrews Presbyterian College are members of a Christian academic community concerned with the total development of every person in the community. The Board of Trustees, through the administration and the faculty, extends to this academic community the opportunity of organizing into a student association for the purposes of developing programs and procedures conducive to self-direction and self-discipline.

The successful operation of this government depends upon the mature acceptance of both the privileges and responsibilities involved. The basic challenge in student government is that of continuing the experiment for development of maximum responsible Christian citizenship through the active and wise participation of every student in the election of capable student leaders, in the sharing of ideas and efforts in student government programming, and in carrying out the plans and activities of the Student Association.

The Student Cabinet, with the President of the Association as the presiding officer, gives executive leadership in the government structure. The Cabinet is made up of the four executive officers of the student body, one of which is the Vice-President who presides over the Senate; the Chairmen of the Student Judiciary Board, the Inter-Dormitory Council, and the Intramural Sports Council; and the Presidents of the Student Center Board and the Student Christian Council.

The Student Judiciary Board is the student judicial body which has the overall judicial authority and responsibility for implementing the Honor System. The Inter-Dormitory Council coordinates and supervises inter-dormitory activities. The Intramural Sports Council coordinates all recreational activities and promotes co-recreational programs for the students. The Senate is the legislative voice of the student body. The Student Center Board coordinates and directs the program of social activities on the campus. The Student Christian Council coordinates the program of the various denominational groups represented on campus and promotes various campus activities related to the Christian Life Program of the college.

### Inter-School Student Government Associations

In the spring of 1965, St. Andrews was granted membership in the Southern Universities Student Government Association, an association of over 70 southern colleges and universities. SUSGA is a non-political association and exists solely for the benefit of member schools. Al Thomas, at the 1965 Convention meeting in Gatlinburg, Tennessee, was elected Vice-Chairman to the Executive Council of SUSGA for the state of North Carolina.



## CONSTITUTION OF THE STUDENT ASSOCIATION

## PREAMBLE

We, the students of St. Andrews Presbyterian College, with the concurrence of the Board of Trustees, Administration, and Faculty, recognizing our fallibility and the changing context of our community, do nevertheless, by the forgiving grace of God in Christ, dedicate ourselves to the intense pursuit of knowledge and meaning as we challenge complacency and mediocrity in all phases of life and to the development of a maturity which faces both the ideals and the realities of our corporate life, and do hereby establish this Constitution for the purpose of more effectively accepting this perpetual challenge to share mutual concerns, obligations, and responsibilities with the Faculty and the Administration, thus preparing us to participate in responsible and informed relations among all men.

## ARTICLE 1. NAME

This organization is known as the St. Andrews Student Association, hereinafter referred to as the Student Association.

## ARTICLE II. MEMBERSHIP

Every regularly enrolled, full-time student at St. Andrews Presbyterian College is a member of the Student Association.

## ARTICLE III. EXECUTIVE OFFICERS

SECTION 1. The executive officers of the Student Association and the Student Cabinet are the President, the Vice-President, the Secretary, and the Treasurer.

SECTION 2. The President and the Vice-President must be members of the incoming Senior Class and have held an elected position within the Student Association. The Secretary and Treasurer must be members of the incoming Junior or Sophomore Class. Each executive officer must maintain an overall scholastic average of 3.0.

## SECTION 3. Duties of the Executive Officers

- (a) The President serves as the official representative of the Student Association and President of the Student Cabinet; calls and presides over all meetings of the Student Association and the Cabinet; approves or vetoes all legislation passed by the Senate; refers approved legislation to the Dean of Students for attention by the President of the College; appoints such committees and fills such positions as are necessary for the operation of the Student Association, with the consent of the Senate unless otherwise specified in this Constitution; and serves as a member of the Student Life Committee.
- (b) The Vice-President serves as President of the Senate; serves as a member of the Student Cabinet; assumes the duties of the President in his absence or at his request, and assumes the office of President if for any reason the President must vacate his office.

- (c) The Secretary serves as a member of the Student Cabinet; maintains a permanent record of all minutes of the meetings of the Student Association and Student Cabinet and posts the minutes of the meetings of the Student Association and the Student Cabinet in the Student Center within one week following each meeting; communicates all decisions and recommendations of the Student Association and Student Cabinet to the office of the Dean of Students and other appropriate agencies; and handles all correspondence of the Student Association and the Student Cabinet.
- (d) The Treasurer serves as a member of the Student Cabinet; draws up a budget for the Student Cabinet; receives proposed budgets from the Intramural Sports Council, Student Center Board, and Student Christian Council and formulates the Student Association budget for the coming year in consultation with the Senate; maintains a permanent record of all financial transactions of the Student Association; makes semi-annual reports to the Student Association and quarterly reports to the Senate; submits the Treasurer's books to the Business Office to be audited once per semester and/or at the request of the Business Office or of the Senate.

#### ARTICLE IV. STUDENT CABINET

SECTION 1. The Student Cabinet is the executive body of the Student Association.

SECTION 2. The Student Cabinet is composed of the President, Vice-President, Secretary, and Treasurer of the Student Association; the presidents of the Student Christian Council and the Student Center Board; and the chairmen of the Student Judiciary Board, the Inter-Dormitory Council, and the Intramural Sports Council. Advisory representation is appointed by the Dean of Students.

SECTION 3. The Student Cabinet is the coordinating agency for campus student activities at an executive level; makes recommendations to, asks opinions of, and hears reports from all College-related bodies; implements all approved legislation; reviews and takes appropriate action regarding operating codes and by-laws of Student Association organizations.

#### ARTICLE V. SENATE

SECTION 1. The Senate is the legislative body of the Student Association.

SECTION 2. The Senate consists of the Vice-President of the Student Association, the Vice-President of each class, three senators from each dormitory, one additional senator elected by the combined residents of Concord and Winston-Salem dormitories, one additional senator elected from the combined residents of Mecklenburg and Wilmington dormitories. No more than two senators from one dormitory shall be members of any one academic class and day student representation shall be in proportion to the number of students represented by each resident senator. Each senator must maintain an overall average of 2.0. Advisory representation, at least one being a member of the Faculty Executive Committee and one being a representative of the Dean of Students, is selected in keeping with procedures provided in the Faculty By-Laws.

SECTION 3. The Senate, in cooperation with appropriate faculty or administrative bodies, considers all questions of student welfare and general student interest; considers and initiates all legislation; refers legislation to the Student Association President for his approval or veto; has the power to override the Student Association President's veto by a two-thirds vote of the Senate, and then refers the recommendation directly to the Dean of Students for attention by the Student Life Committee, if he thinks it desirable, and by the President of the College; hears recommendations from the Student Association Treasurer and approves a budget for the Student Association and authorizes any expenditures necessary outside the budget; appoints standing committees and such additional committees necessary for the operation of the business of the Senate; fills any vacancies which occur in the Cabinet; has the power to impeach and may remove from office any officer of the Student Association by a two-thirds vote of the Senate; establishes all courts and judiciary committees not herein established; and by a two-thirds vote of the Senate gives consent for membership of Student Association agencies in all local, regional, and national organizations.

#### ARTICLE VI. STUDENT-FACULTY APPELLATE BOARD

SECTION 1. The Student-Faculty Appellate Board is the highest judicial body representing the students, Faculty, and Administration of St. Andrews Presbyterian College, which makes recommendations to the President of the College or his own appointed representative.

SECTION 2. The Student-Faculty Appellate Board consists of two elected members from the incoming Senior Class, and one elected member from the incoming Junior Class, each maintaining an overall scholastic average of 3.0; one faculty-administration member selected in keeping with the procedure provided in the Faculty By-Laws; one representative of the Dean of Students; and one student, faculty, or administrative counsel of the student being heard. The Board elects a chairman from its membership.

SECTION 3. The Student-Faculty Appellate Board interprets the Constitution of the Student Association, and hears all appeals from the Student Judiciary Board, but has no original jurisdiction. Upon hearing an appeal, the Board may uphold the original decision, may reduce the original sentence, may reverse the original judgment, or may return the case to the board or council of original jurisdiction.

#### ARTICLE VII. STUDENT JUDICIARY BOARD

Section 1. The Student Judiciary Board is the student judicial body of the Student Association, which makes recommendations to the President of the College or his own appointed representative.



SECTION 2. The membership of the Judiciary Board consists of two elected members from the incoming Senior Class, two elected members from the incoming Junior Class, and one elected member from the incoming Sophomore Class, each of whom must maintain an overall scholastic average of 3.0; one faculty-administrative representative selected in keeping with the procedure provided in the Faculty By-Laws and one representative of the Dean of Students serve as advisers to the Student Judiciary Board. One student, faculty, or administrative representative may be selected by the student as his counsel. The Board elects a chairman from its membership. All members of the Board are distinct from those on the Student-Faculty Appellate Board.

SECTION 3. The Student Judiciary Board hears all cases involving Honor Code offenses and all other offenses specified in the College regulations which are outside the jurisdiction of Dormitory Councils and other courts or committees established by the Senate; hears all cases of appeals from Dormitory Councils; and recommends to the Senate the establishment of any other necessary court and/or judiciary committee.

#### ARTICLE VIII. INTER-DORMITORY COUNCIL

SECTION 1. The Inter-Dormitory Council is responsible for the general welfare of all resident students and serves as the coordinating body of inter-dormitory activities and programs in cooperation with the Office of Student Affairs.

SECTION 2. The Inter-Dormitory Council consists of the presidents of the dormitories who meet regularly with a representative of the Office of Student Affairs. The Chairman of the Council is elected within its membership.

SECTION 3. The Council considers problems common to all residence halls; makes recommendations to the Senate and/or the Office of Student Affairs regarding desired changes in dormitory regulations and operational procedures; codifies and publishes regulations as approved; coordinates inter-dormitory activities.

#### ARTICLE IX. DORMITORY COUNCILS

SECTION 1. A Dormitory Council is responsible for the general welfare of the students in a particular residence hall.

SECTION 2. The membership of a Dormitory Council consists of the President and the Resident Assistants and Suite Leaders of the residence hall. The President is elected in the spring by prospective residents of the dormitory who must be a member of the incoming Junior or Senior classes and must maintain an overall scholastic average of 2.0. A Vice-President and Secretary are chosen by the Council within its membership. The Residence Director serves as adviser.

SECTION 3. The Dormitory Council enforces the dormitory regulations; reviews cases of those students who have reached the ten demerit limit; submits for review by the Student Judiciary Board a record of all cases; reports to the Student Judiciary Board the cases of students who have reached the twenty demerit limit; refers to the Student Judiciary Board any case beyond its own jurisdiction; and is responsible for approving and overseeing dormitory social plans.

#### ARTICLE X. STUDENT CENTER BOARD

SECTION 1. The Student Center Board coordinates and directs the program of campus social activities and services in cooperation with the Office of Student Affairs.

SECTION 2. The membership of the Student Center Board consists of President, Vice-President, Secretary, Treasurer, and chairmen of standing committees who are appointed by the executive officers of the Board. A representative of the Office of Student Affairs serves as adviser.

SECTION 3. The President and Vice-President of the Board must be members of the incoming Junior or Senior Class and have served at least one semester on the Board or one of its committees. The Secretary and Treasurer must be members of the incoming Sophomore or Junior Class. Each executive officer of the Board must maintain an overall scholastic average of 3.0.

#### ARTICLE XI. STUDENT CHRISTIAN COUNCIL

SECTION 1. The Student Christian Council coordinates the programs of the various denominational groups represented on campus and promotes various campus activities related to the Christian Life Program of the College in cooperation with the College Pastor.

SECTION 2. The Student Christian Council consists of a President, Vice-President, Secretary, Treasurer, representatives of official denominational organizations, appointed by the President of each organization, and chairmen of standing committees who are appointed by the executive officers of the Council and advisory representation as appointed by the College Pastor.

SECTION 3. The President and Vice-President of this Council must be members of the incoming Junior or Senior Class and have served at least one semester on this Council or one of its committees. The Secretary and Treasurer must be members of the incoming Sophomore or Junior Class. Each executive officer of the Council must maintain an overall scholastic average of 3.0.

#### ARTICLE XII. INTRAMURAL SPORTS COUNCIL

SECTION 1. The Intramural Sports Council coordinates all recreational activities and promotes coeducational recreational programs in cooperation with the Department of Physical Education.

SECTION 2. The Intramural Sports Council consists of the executive officers of the Men's Recreation Association and the Women's Recreation Association. The Chairman of this Council is elected within the Council. The advisers of the Men's Recreation Association and the Women's Recreation Association serve as advisers to this Council.

SECTION 3. All men students are members of the Men's Recreation Association. Its executive board consists of three executive officers who are a President, Vice-President, and Secretary-Treasurer that are elected in a general election by its members, and representatives from each recreational unit. A representative of the Physical Education Department serves as adviser. This executive board coordinates men's recreational activities and promotes men's athletic programs.

SECTION 4. All women students are members of the Women's Recreation Association. Its executive board consists of three executive officers who are a President, Vice-President, and Secretary-Treasurer that are elected in a general election by its members, a Publicity Chairman and Awards Chairman who are elected in a general election by its members, and representatives from each recreational unit. A representative of the Physical Education Department serves as adviser. This executive board coordinates women's recreational activities and promotes women's athletic programs.

SECTION 5. The President of the Men's Recreation Association and of the Women's Recreation Association must have served at least one semester on the Council, one of its committees, or an executive board of a Recreation Association. Each executive officer must maintain an overall scholastic average of 2.0.

#### ARTICLE XIII. STUDENT LIFE COMMITTEE

SECTION 1. The Student Life Committee is a joint student-faculty-administration body provided for in the Faculty By-Laws, to oversee and coordinate Student Life in non-academic matters. With the Dean of Students as Chairman, it will function as a liaison agency between the Student Association and the Faculty Administration.

SECTION 2. The Student Life Committee consists of the Student Association President; a designated member of the Senate; the editor of the Lance; four student representatives, with each class represented, appointed by the Student Association President and approved by the Senate; the Dean of Students; a representative from the staff of the Dean of Students; five additional representatives from the Faculty and Administration, one of which must be the adviser of the Lance. The Dean of Students serves as the Chairman of the group and the representative of the staff of the Dean of Students serves as Vice-Chairman and Secretary.

SECTION 3. As a hearing body to review questions which may be referred to it, the Student Life Committee makes recommendations to, asks opinions of, and hears reports from any College-related body; charters clubs; serves as a long-range planning group for student life; and develops policies and procedures necessary for a total program of student publications.

## ARTICLE XIV. MEETINGS

The time and place of the meetings of Student Association Organizations are specified in the by-laws of each organization.

## ARTICLE XV. TERM OF OFFICE

The officers of the Student Association are elected in a general election each April and serve a term of office beginning at their installation which takes place within two weeks after the close of Student Association elections and ending with the installation of new officers in the spring semester of the succeeding year.

## ARTICLE XVI. AMENDMENTS

The Senate may initiate an amendment; if it is passed by a three-fourths majority of the Senate it is immediately posted in the Student Center for two weeks at the end of which time it is presented to the Student Association for a vote. A three-fourths majority of the Student Association members voting is necessary for adoption; subject to review by the Dean of Students and the approval of the faculty and President of the College, the amendment becomes a part of this Constitution.

By presenting a petition to the President of the Student Association signed by at least one-third of the members of the Student Association, the members of the Student Association may initiate an amendment. The President of the Student Association posts the petition in the Student Center for two weeks at the end of which time it is presented to the Student Association for a vote. A three-fourths majority of the Student Association members voting is necessary for adoption; subject to review by the Dean of Students and approval of the faculty and President of the College, the amendment becomes a part of this Constitution.

A By-Law of this Constitution is amended in the Senate. Any proposed By-Law amendment must be presented to the Senate and then posted in the Student Center for one week at the end of which time it is presented to the Senate for approval by a two-thirds majority of those present; subject to approval by the Student Association President in keeping with the procedures described in Article III, the By-Law amendment becomes a part of the By-Laws of this Constitution.

## ARTICLE XVII. BY-LAWS OF STUDENT ASSOCIATION ORGANIZATIONS

Each organization of the Student Association must enact a set of by-laws within one month of their first business meeting consistent with the provisions of this Constitution.

ARTICLE XVIII. This Constitution will be ratified by a majority of those voting if the voting is at least 50% of the Student Association, and becomes effective with the signature of the President of St. Andrews Presbyterian College.



BY-LAWS OF THE CONSTITUTION OF THE ST. ANDREWS STUDENT ASSOCIATION

I. ORIENTATION COMMITTEE

- a. An Orientation Committee is appointed by the Student Association President in consultation with the Dean of Students and with the consent of the Senate.
- b. This committee consists of seven members, three men and three women representing the rising upperclasses and the President of the rising Sophomore Class. Co-Chairmen are designated by the Student Association President, one from the men and one from the women members. The Co-Chairmen are students who plan to attend the College Summer Session, and they are awarded Summer Resident Assistantships to work with the residence programs during the summer as well as to assist with completion of orientation plans for the ensuing year. The Dean of Students appoints advisory representation.
- c. The Orientation Committee formulates ways and means for effective orientation of students.

II. HANDBOOK COMMITTEE

- a. A Handbook Committee is appointed by the Student Association President in consultation with the Dean of Students and with the consent of the Senate.
- b. This committee consists of three men and three women students representing the rising upperclasses. A Chairman and a Recording Secretary are designated by the Student Association President, one from the women and one from the men. A representative of the Office of the Dean of Students serves as advisor.
- c. This committee receives recommendations relative to provisions of the handbook, and formulates editorial statements for consideration by the proper student, faculty, and administrative authorities.

III. CLASS ORGANIZATION

- a. Each academic class elects a President, a Vice-President, and a Secretary-Treasurer, each of whom must maintain an overall scholastic average of 2.0, to represent it in all matters of concern to the class except when the class delegates specific authority and responsibility to a standing or special committee.
- b. The President calls and presides over class meetings as required or as requested by a class officer, a College Dean or Sponsor, or by a petition of ten or more members of the class.
- c. The Vice-President serves as class representative to the Senate.



- d. The President, Vice-President, and Secretary-Treasurer appoint standing and special committees as needed to carry out the business of the class. The President is an ex officio member of each committee with voting privileges.
- e. Each class has an organizational meeting prior to October 15 and at least one additional meeting during the month of February.
- f. After the first grading period the Orientation Committee presents to the Freshman Class the organizational plans as established by the Elections Board for their Class election.
- g. There is a Faculty Sponsor for each class selected from among the full-time Faculty by class officers in consultation with the Dean of Students prior to November first. The Sponsor is the official representative of the College in matters relating to the class.

#### IV. ELECTIONS BOARD

- a. The Elections Board supervises all elections held under the Constitution of the Student Association.
- b. The Elections Board consists of the two senior members of the Student Judiciary Board, the two Senior members of the Appellate Board, the three Senior Class Officers, one representative from the Office of Student Affairs, and one faculty member selected by the Student Life Committee. The Chairman is selected within the membership of the Board.
- c. The Elections Board begins functioning after election each spring; sets up elections dates for the coming year in accordance with constitutional provisions; prepares the official ballots from the basic list of candidates meeting constitutional qualifications who have filed with the Office of Student Affairs; supervises campaign regulations; supervises the polls; and counts ballots.
- d. Election is by a simple majority, that is one vote over half the votes cast for that office, or by a ten percent plurality of the votes cast for that office.

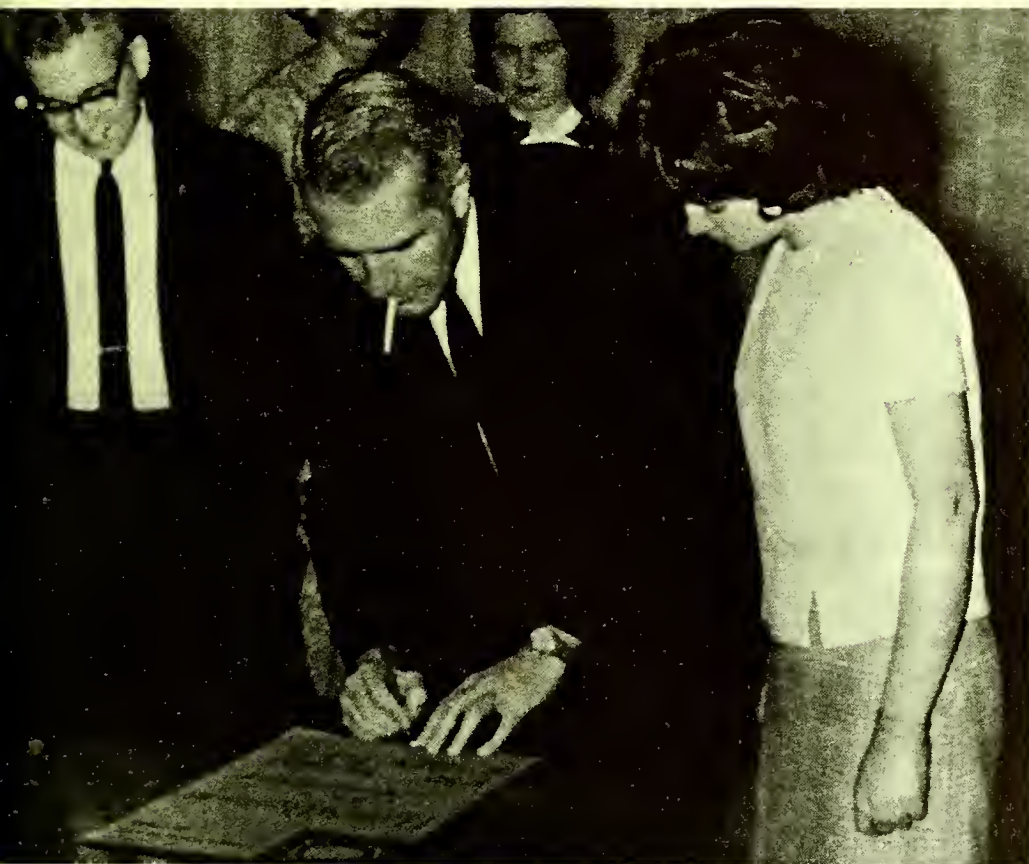
#### V. QUORUM

In order to transact any business in an Association Organization, except an academic class, a quorum must be present. A quorum is a majority of those entitled to vote. An academic class must have the consent of at least 1/3 of its membership before it can transact any business.

#### VI. RULES OF ORDER

Unless otherwise provided for, all questions of order are decided by Robert's Rules of Order, Revised.

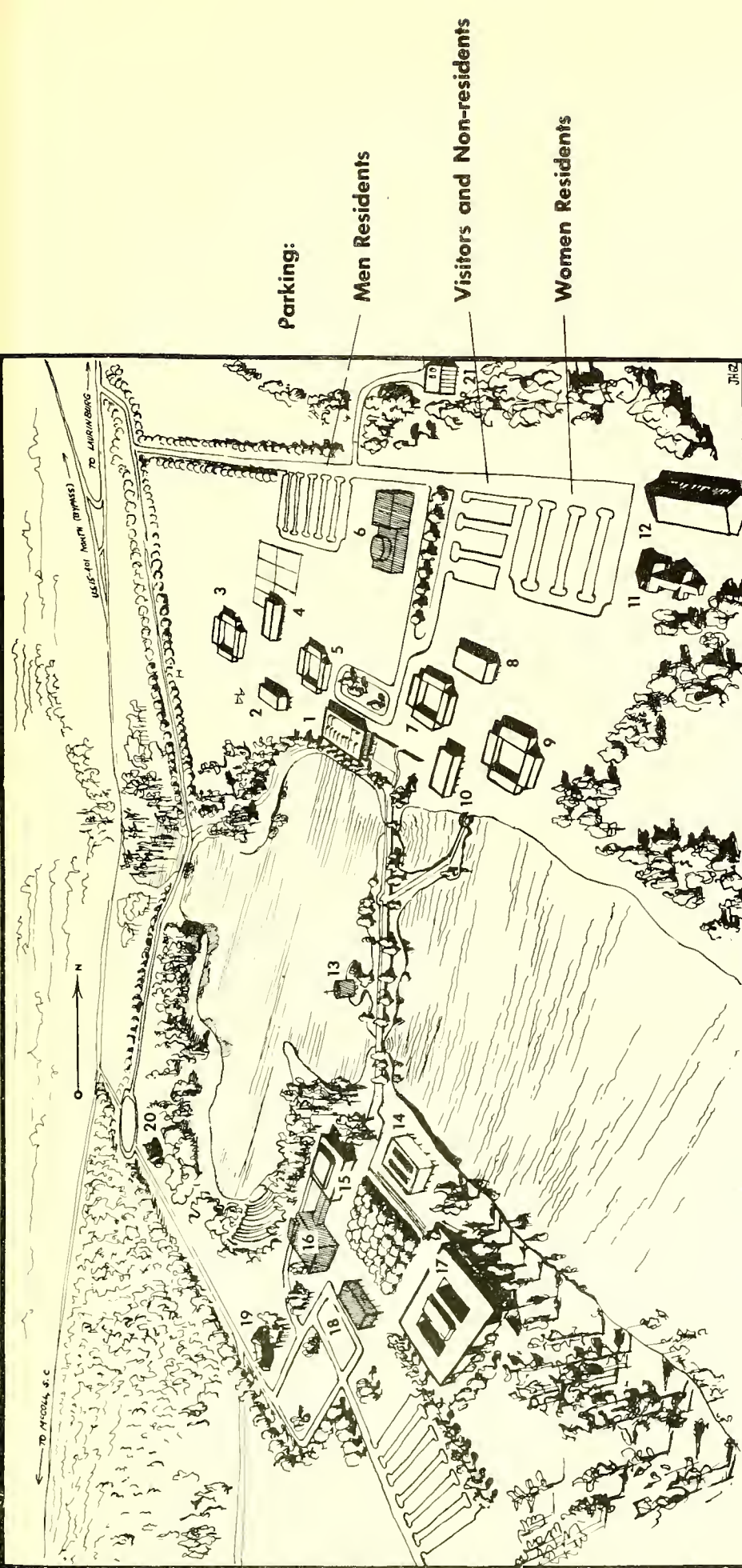




**GENERAL**

**INFORMATION**





# KEY TO BUILDINGS

1	Student Center	12	Physical Education Offices and Temporary Gymnasium	17	Admissions and Registrar's Office
2	Mecklenburg Hall	13	Proposed Chapel	17	Business Office
3	Kings Mountain Hall	14	DeTamble Library	17	Dean's Office
4	Winston-Salem Hall	15	Music Conservatory	17	Dean of Students' Office
5	Orange Hall	16	Proposed Auditorium	17	Development Office
6	Proposed Physical Education Plant	17	Liberal Arts and Science Building	17	President's Office
7	Albemarle Hall	18	Proposed Administration Building and Guidance Center	1	Student Affairs Office
8	Concord Hall	19	Guidance Center	1	Student Store and Post Office
9	Granville Hall	20	College House		
10	Wilmington Hall	21	Power Plant		
11	Health Center				

# Office Locations

Admissions and Registrar's Office	17
Business Office	17
Dean's Office	17
Dean of Students' Office	17
Development Office	17
President's Office	17
Student Affairs Office	1
Student Store and Post Office	1





# Hail, St. Andrews!

Words by Donald F. and  
Robert MacDonald  
In stately tempo

Tune: "Maigheanan na h' Airidh"  
Traditional Scots Gaelic Air  
arr. by MacDonald

1. Hail to thee our Al-ma Ma-ter! Bold thy Banner wav-ing o'er us!
2. Hail, all hail to thee St. An-drews May thy cour-age be un-bend-ing.



Let each loy-al son and daugh-ter proud-ly stand and raise the cho-rus:  
Guid-ed by His migh-ty hand whose loving mer-cy knows no end-ing.



From old Sco-tia's lof-ty lands to Ca-ro-lin-a's gen-tle plain --  
With thy sal-tire raised be-fore us -- cross of white and field of blue --



Now thy no-ble name, St. An-drews — Ev-er glor-ious shall re-main!  
we pro-claim thy faith vic-tori-ous — and thy vis-ion ev-er true!



Note: "Hail, St. Andrews!" is recognized as a possible alma mater, with its adoption or replacement by another school song dependent primarily upon its popularity and use over a period of time. This song was declared the winning entry in a school song contest during the 1962-63 session, being entered by Robert MacDonald and Donald F. McDonald, the former associate at that time with the St. Andrews Conservatory of Music.



## ST. ANDREWS SAFETY AND SECURITY PLAN

Several assumptions are stated to provide basic understanding of the total safety and security program of the College, with particular reference to various emergency situations which might be anticipated.

Disasters

1. Flooding: Geographical location is such that danger from general flooding would be negligible. Localized flooding may occur but will not endanger the living area of the campus.
2. Severe weather disturbances: Hurricane or tornado type storms are likely to produce some damage to buildings but type of construction precludes serious or sustained damage to occupants.
3. Earthquake: Frequency of occurrence in this area and the type of buildings are factors which minimize danger to personnel.
4. Fire: Fire resistant construction of buildings localizes fire damage to contents only. Fire hazard can be limited to the immediate proximity of origin.
5. War: Two major considerations are identified in this category.
  - a. Conventional high explosives. Any extent of damage cannot be predicted unless the campus becomes a prime target.
  - b. Nuclear effects. This area is not considered to be a prime target nor is it considered to be sufficiently close to any prime target to receive direct effect from a nuclear attack; therefore, in this plan, consideration will be given only to radioactive fallout.

Resources for Safety and Security

1. Housing: Adequate facilities exist for all personnel under conditions of natural disaster. The second floor of three-story buildings, corridors, laundry rooms, storage rooms, and baths offer the most protection for campus personnel from nuclear fallout until decontamination measures have been completed. Total protection for all conceivable conditions does not exist. Single-story dormitories and buildings and the top floor of the multi-story dormitories do not offer sufficient protection from nuclear fallout unless appropriate decontamination measures have been completed.

2. Feeding: Kitchen and food service areas offer sufficient protection from most natural and man made disasters. Limited operation during nuclear fallout may be sustained consistent with radiation dosage levels as determined by monitoring teams. Ample area exists for emergency storage of non-perishable and canned foods. External damage to power lines can severely curtail or even stop cooking until service is restored. Ample storage space in multi-story dormitories exists for emergency rations for a two week period.
3. Power: Internal power distribution systems are considered amply protected from most man-made and natural disasters. External power sources are subject to sabotage or external damage and are not within the control of the college.
4. Water: Ample supply of protected water exists for the college. Also, emergency water supply is available if needed.
5. Sewage Disposal: Sewage disposal is adequate even under extreme conditions.
6. Communication: External resources include telephone, radio, and TV and should be adequate. Internal resources include telephone and messenger.

#### Organization and Administration

1. The President of the College has designated the College Business Manager as the Director of Safety and Security at St. Andrews. Emergencies should be brought to his attention for proper follow-up and instructions.
2. The Campus Engineer is responsible to the Business Manager for placing proper safety and security plans in effect and for coordinating the details as called for in the appropriate plan. Instructions from the Business Manager or the Campus Engineer will govern all college operations during emergencies as outlined herein.
3. The President of the Student Association, with the assistance of the Vice-President of the Association, will notify all residence hall presidents of any declared emergency by the Business Manager or the Campus Engineer with instructions as to the proper plan to follow.
4. Residence Hall presidents will notify Student Resident Assistants of the announced emergency plan and will cause the plan to be carried out as instructed.
5. A Radiation Monitoring Team will be appointed by the Business Manager and the Campus Engineer to serve in monitoring radioactive fallout and other emergency capacities as primary assistants to the Campus Engineer.



### Communication System

1. Telephone: During the normal work day the switchboard operator will notify all phones on campus of the emergency situation as directed by the Business Manager or the Campus Engineer. During off duty hours, the Campus Engineer or the Business Manager will be notified of emergency state and they will notify the President and Vice-President of the Student Association to set the proper plan in effect.
2. Messenger Service: Upon the announcement of an emergency situation, the President and Vice-President of the Student Association will designate members of the Student Senate to act as messengers for the Campus Engineer as requested, and unless otherwise instructed, will stand by in their assigned sections.

### Emergency Plans

1. Plan A - Natural and Man-Made Disasters (Except Nuclear Fallout)
  - A. Upon receipt of alert on emergency situation, dormitory presidents will assemble all personnel residing within their respective dormitories and review measures to be taken in accordance with announced plan.
  - B. Resident Student Assistants will supervise members of their sections in carrying out the provisions of the announced plan.
  - C. Faculty and staff on duty will be advised of the emergency situation by the Academic Dean.
  - D. Tornado: Seek immediate shelter in permanent building or depression until danger has passed. The Campus Engineer or Business Manager will announce passing of danger.
  - E. Earthquake: Evacuate buildings immediately, if possible; otherwise, seek shelter in doorways or under tables and desks.
  - F. Fire: Notify Residence Director (or Student Resident Assistant on duty in her absence). The director (or assistant) should call the Laurinburg Fire Department if needed, and the Campus Engineer, Campus Security Officer, and Business Manager. There are fire extinguishers in all buildings that should be used advisedly in keeping with instructions from the Campus Engineer. These extinguishers are for fires only and any other use will result in disciplinary action as well as leave the area for which the extinguisher is provided without essential protective instruments. The Residence Director and Residence Hall President of the house concerned should call for building evacuation of the students if in their judgment it is necessary following calls for help from the fire department or other officials so notified.

G. Hurricane: The Campus Engineer or Business Manager will announce the threat of a hurricane. When the hurricane is approximately three hours away, the Campus Engineer or Business Manager will place emergency plan into effect:

1. Close all windows and latch securely.  
Close exterior doors and latch as necessary to prevent free swinging.
2. Prepare to occupy and remain in quarters for an indefinite period.

When hurricane is approximately one hour away, all outside activity must cease and all personnel except as authorized by the Business Manager or Campus Engineer are to go to and remain in their quarters.

1. Non-resident personnel should join residents in one of the permanent resident buildings.
2. All personnel stay away from glass enclosed areas.

## 2. Plan B - Nuclear Effects

- A. Campus Engineer (or Business Manager) will receive notification of a nuclear attack through established Civil Defense channels.
- B. Campus Engineer (or Business Manager) will notify the President and Vice-President of the Student Association, and officials of the College, of the nuclear attack and advise them of measures to be taken.
- C. Campus Emergency Team (Radiation Monitoring Team) will assemble at the pre-arranged place with the Campus Engineer to check out equipment and necessary supplies.
- D. The Campus Engineer maintains check on emergency equipment and decontamination materials and provides direction for its proper use.
- E. Students are to collect minimum personal necessities and clothing and prepare to move to designated shelter areas when so instructed. Personal supplies needed are:
  - At least one blanket.
  - Raincoat and wet weather footwear.
  - Minimum toilet articles and comfortable clothing.
  - Reading material, playing cards and games.
- F. When notified by Resident Student Assistant on instructions from the Campus Engineer or Business Manager, occupants of single-story dormitories and top floors of the multi-story dormitories are to move out to designated areas.
  - Female personnel will move to the second floors of Concord and Wilmington halls.
  - Male personnel will move to the second floors of Winston-Salem and Mecklenburg halls.

All personnel will stay away from exterior walls and windows to the maximum extent possible and will remain in corridors, storage rooms, stairways, and baths until notified otherwise. Movement outside of buildings after entry into emergency shelter area will be prohibited to all personnel except designated messengers and members of the Campus Emergency Team (Radiation Monitoring Team). The Campus Emergency Team (Radiation Monitoring Team) will enforce decontamination of authorized traffic prior to re-entry into shelters. Evacuation of medical emergencies will be handled in accordance with the medical evacuation plan as announced by the College Physician.

- G. Decontamination: The Campus Engineer will direct all such activity consistent with radiation levels and the materials available.

### 3. Plan C - Other Emergencies

Since other emergencies or near-emergency conditions may arise from time to time, the Business Manager or Campus Engineer will serve as the point of referral and source of instructions for plans of action to properly protect the well-being of campus personnel and property.

These two officials of St. Andrews, along with the College Security Officer who reports to the Campus Engineer as a part of the functions residing with the Business Manager, are well versed in emergency measures and the resources available for meeting such situations. It will be more expeditious and less confusion if suspected or impending emergencies be reported directly to one of these officials for evaluation and proper follow-up.



St. Andrews Identification Card

Upon arrival for check-in with assigned Residence Directors, or if day student, upon reporting for academic registration, a "Student Directory-Arrival Record" is to be completed. This McBee Keysort form serves several purposes, including the official identification slip which each student should carry at all times. Lost, illegible, or misplaced ID slips are to be reported immediately to the Office of Student Affairs for replacement at a nominal charge.

Meal Cards for Residents

Each resident student, and non-residents who wish meal service in the college cafeteria, will be issued a meal ticket upon registration and payment of required fees to the Business Office. To gain admission to the cafeteria service line, a student must present his meal ticket or pay the normal individual service charge for the meal. Lost, illegible, or misplaced Meal Tickets are to be reported immediately to the Business Office for replacement at \$1.00 each.

Note: Upon withdrawal, voluntary or involuntary, from St. Andrews, the ID slip and the Meal Ticket must be turned in to the Business Office as a part of the regular withdrawal process. Upon registration for a subsequent semester, the ID slip and the Meal Ticket must either be reissued as a new one or have entered upon it the new semester designation and certified by the Business Office representative at registration time.





Directory of Laurinburg Churches

The names and addresses of representative churches in the area are listed below, with the names of their pastors. You are invited to regular attendance in the church of your choice.

BAPTIST:

Bright Hopewell, Dixon Street	The Rev. W. C. Blalock
East Laurinburg, East Laurinburg	The Rev. D. C. Watkins
First, East Church Street	The Rev. Richard E. Price, Jr.
North Laurinburg, Lee's Mill Road	The Rev. Robert L. Brown
Spring Hill, Wagram	The Rev. John B. Hiott

EPISCOPAL:

St. David's, Azure Court	The Rev. Christopher King Cole
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LUTHERAN:

(Meeting place to be announced)

The Rev. Peter Setzer

METHODIST:

Caledonia, U. S. 501 and Caledonia Road	The Rev. J. Rodney Fulcher
Collegiate (Meeting place to be announced)	The Rev. Robert Pullman
First, West Church Street	The Rev. Charles Mercer
Galilee, McGirt's Bridge Road	The Rev. S. L. Townsend

PRESBYTERIAN:

Church in the Pines, Laurel Hill	The Rev. William Massey
Friendship, 500 East Covington Street	The Rev. Howard Gilkeson
Laurinburg, West Church Street	The Rev. Albert N. Wells
Middleton Heights, Perk Street	The Rev. Howard Gilkeson
Montpelier, Wagram	The Rev. Vernon Broyles
Pleasant View, Old Lumberton Road and Blue Street	The Rev. Howard Gilkeson
Trinity, Liberal Arts Auditorium	The Rev. Grant Sharp
Westminster (U.P.U.S.A.), McGirt's Bridge Road	The Rev. Grover Nelson

ROMAN CATHOLIC:

St. Margaret's Hall, South Main Street (Masses at 8:00 & 10:00 a.m.)	Father Patrick N. Gallagher
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Faculty Adviser Aids  
SAP Manual for Student Handbook

Basic Advisory-Orientation Program for students  
St. Andrews Presbyterian College

The commitment of any educational institution, particularly one in the business of Christian higher education, would be unreasonably limited in its achievements if emphasis in concern for the emotional, moral, social, and physical well-being, as well as intellectual growth, was lacking. Such concern must continuously be evident in the process of admission, during college living and learning together, and otherwise in helping students better know themselves and find their places in the world of men and things. A key phrase of such concern for student well-being resides with the advisory program.

At St. Andrews, emphases in advisory relationships focus upon student-faculty conferences, group discussions with the adviser and advisees, and social settings in which concomitant learning has unlimited potential. For new students, the faculty adviser serves in a "sponsor" relationship; that is, the faculty adviser, particularly for first year students, accepts concern and responsibility for advisory relationships with each student in his stead whether concerns at hand be primarily intellectual, emotional, or otherwise.

A Faculty as Key Leaders

St. Andrews recognizes that highly trained counselors for direct contact with each of its students is beyond available means. It recognizes, with greater importance, that a faculty concerned with the total well-being of students is a most essential element for high-quality educational undertakings. Therefore, the structure for student advising places emphasis upon the regular teaching faculty, with the Deans as sources of referral, overall coordination, and as resources for helping with specialized data. Assisting the Deans, and individual faculty advisers directly or indirectly as desired, are members of the Health Center staff, the College Pastor, Residence Directors, and such off-campus specialists as Psychiatrists with whom working relationships have been established. Members of the Presbyterian Guidance Center, on campus, are available to assist with their personal and material resources as outlined in Section C, Handbook for Students.

While primary advisory-orientation emphases are placed upon the needs of new students with the Dean of Students as coordinator, a similar program of advisement is carried on by Major Field Advisers under the supervision of the Dean of the College, with emphasis at that point primarily upon academic advising, with personal matters generally requiring only secondary or occasional attention.

B Resource Materials

With the "Handbook and Orientation Schedule for 1965," the following, then, provides the basic guides for advising students. Advisory data referred to, as well as other materials needed by Faculty Advisers for new students, will be provided through the Office of the Dean of Students in a "New Student Advisory" folder for each adviser. These guides, with supplementary data from the Dean and Assistant Dean of the College and the Registrar, will assist the Major Field Adviser in his Adviser-Advisee relationships.



### C. Basic Advisory-Orientation Guides

#### 1. Initial Concerns to New Student Advisers.

Frequently unexpressed by new students, such questions as "Why am I in College?" "Why was St. Andrews selected?" "Am I ready for college?" and "What is necessary for me to succeed?" must be faced sooner or later. If ours is to be an educating relationship, orientation as to the opportunities and the obligations here, helpful advice as to the choices to be made, and concern for the student with all his personal assets and shortcomings challenge the patience and wit of the adviser. Boy-girls relations, any financial set-back at home, unbreakable apron strings, or careless instructors may, in effect, be the causative factor in a student's failure to recite or to write at the level of competence expected. Misplaced emphasis or concentration on the wrong areas may actually be the crux when lack of motivation is suspected, just as rejection by peers or a success complex may actually be the crux when questionable values in personal conduct are suspected. The cause is not as discernable as the effect or symptom; but, if we are to educate we must identify the causative factors which create tensions and delay or retard learning. The earlier such clues can be identified, the better chance we will have for educational productivity and for a minimal mortality among first and second year students.

To aid the Faculty Adviser to work effectively with his advisees, both in isolating potential problems which lead to drop-out, indifference, or dissatisfaction, and toward increasing educational productivity, several fundamental characteristics of the advisory program plan are established. These are:

a. New student adviser-advisee ratio is kept to 1-12 as a maximum wherever possible in the first year advisory plan.

b. First-year advisory assignments are retained for greatest continuity through the first semester of the second year, with changes early in the spring semester as a part of the process involved with approval for major field study.

c. Division Chairmen are assigned New Student Transfers, regardless of the student's academic classification, for advising until major field choices and degree plans are approved.

d. Advisers, when assigned, become the central figure for acquaintance with advisee problems and progress. Such data as will become a part of the adviser's resources for counseling are:

(1. Admissions' data. Copies of such relevant materials as personal background, high school record, Board scores will be available to Faculty Advisers prior to the arrival of advisees.

(2. Supplementary Personal Data. On special forms provided by the Dean of Students, information supplemental to that submitted as a part of the admission process will be gathered for Faculty Advisers prior to the arrival of advisees.

(3. Health Data. Information relative to handicaps or other health problems which come to the attention of the Health Center staff will be provided advisers when available.





(4. Orientation week test results. The Assistant Dean of the College, as coordinator of mass testing programs, will provide advisers, Deans, and others concerned, with results of various achievement and aptitude tests and inventories for use in course scheduling advance placement, and reading placement. Other tests to be administered later for particular groups of students include the Cooperative General Culture Test for Sophomores and the Graduate Record Examination for Seniors (the latter to be administered three different times and dates).

(5. College grade reports. Progress and grade reports for each advisee will be sent to the advisee's Faculty Adviser (as well as parents or guardians) for review, discussion with, and distribution to respective advisees.

(6. Personal conduct reports. Anecdotal Notes from Deans, Instructors, and others, and notices of impending judicial hearings before the Honor Court or Student-Faculty Judiciary will be provided Faculty Advisers by those concerned. Advisers, as provided for in the Student Handbook, are asked to be a part of such judicial hearings.

(7. Weekly conference periods. One particular weekly period will be set aside in the Chapel-Class Assembly-Advisory Period sequence as available time to both advisers and advisees for group discussions or individual conferences. At least one individual conference each semester is considered minimum for scheduled discussion of each advisee's progress and problems.

(8. Miscellaneous data. Communications with parents, with instructors, and with others in relationships with students will be shared with Faculty Advisers as each may have relevance to counseling follow-up by Advisers. Actions of Faculty Executive Committee relating to particular students, Health Center reports, Applications for Course Add/Drop, Withdrawal from College forms, and similar actions will be processed through Advisers.

NOTE: Since many of the data to be provided Faculty Advisers fall within the context of confidential or restricted data, special cautions are to be observed in use and protection of such data.

e. Assignment of advisees to Faculty Sponsors will be based, in addition to consideration of the 1-12 ratio, upon equal distribution of the ~~sexes~~ and by academic interest areas in so far as possible.

f. Funds for occasional "dessert-discussion" socials in the homes of advisers will be provided for freshmen advisee groups. Unfortunately, such funds are limited; therefore, Advisers are asked to plan and clear ahead with the Dean of Students such socials for which partial or total reimbursement will be desired.

## 2. Continuing Advisory Orientation Program:

In addition to periodic conferences and group discussions between Faculty Advisers and their advisees, frequent assemblies for new students are scheduled for consideration of matters which can be dealt with adequately in the large assembly setting. Where appropriate, Chapel speakers will be asked to relate religious emphases to student life problems and progress.



Particular assembly programs planned for first-year students during the Fall Semester will include discussion of such topics as:

- a. "What is higher education all about and what distinguishes the Christian College in higher education?"
- b. St. Andrews: From where has it come and where is it going in its service to youth and the Church?"
- c. "How to study without hardly trying. . .some clues to good study habits, reading improvements, and Library use."
- d. "Social amenities which may make a difference...some clues to respect for one's self, one's fellow man, and one's God in the American and world community."
- e. "This is your college: A series regarding activities and services of concern to first year students:"
  - (1. The Guidance Center, its staff and services.
  - (2. The Student Association, its leaders and activities...  
Part A, Self-Government emphasis.
  - (3. The Student Association, its leaders and activities...  
Part B, Self-Direction emphasis.
  - (4. The Student Association, its leaders and activities...  
Part C, Clubs and Student Activities.
  - (5. Student Services, or what goes on behind the scene to help students be healthy and productive....
    - a. The College Physician and Health Services.
    - b. The Business Manager and Auxiliary Services at St. Andrews.
    - c. The Campus Engineer and maintenance for comfort and security.
- f. "College Governance: Synod-Board-Administration-Faculty-Student relationships in a Private Enterprise."
- g. "A Philosophy of Life: What's in it these days?"

Note: While some topics may be combined for one assembly program, some may not develop for 1964-65. Suggestions from the Faculty are urged.

### 3. Advisory Assignment Changes:

It is expected that few, if any, changes will be made in adviser-advisee assignments during the first three semesters; however, recommendations for change will be considered by the Deans when adviser-advisee relationships may be improved.





Advisory reassignment normally will take place during early spring of the student's sophomore year at which time applications for major field specialization are to be submitted by the students to the appropriate Division Chairman. Faculty Advisers are in an excellent position by that time to assist advisees in appraisal of their particular strengths and weaknesses and in review of the curricula choices which seem most appropriate. Ability and Interest inventories available for administration to students may prove helpful if the student wishes to request such service. No charge is made for the service unless special materials not on hand are requested by the student.

Separate instructions for the Faculty Adviser-Major Field Adviser transition will be announced from the Office of the Dean of the College for guidance of students and faculty members concerned; however, advisory folders are to be transferred in sealed envelopes from one adviser to the next when changes are made.

4. Evaluation and suggestions relating to the advisory-orientation program are urged at anytime from those involved with the program. Either of the Deans will receive such comments for consideration by the advisory coordinating committee.

### C. Some Suggestions for the Faculty Adviser

#### 1. Areas of Responsibility

Six considerations---the framework of educational orientation---are recognized in solving problems of admission, in giving registration advice, in providing remediation for speech and reading problems, in dealing with instructional problems, in teaching study skills, in assisting students in adjustment to college competition, in solving mental hygiene problems, in financial advising, in helping in the selection of extracurricular activities---in short, in assisting the student in the solution of any problem which interferes with his scholastic achievement and personal well-being. This does not mean that the educational adviser has to be equipped to counsel in all these areas, although any training and insight he has will prove to be a decided asset. The educational adviser thus serves as a facilitator for the student in seeking all the various personnel services available on the campus which may be helpful.

##### a. The Individual and the Situation

Each student is a unique individual. Counseling has to be determined in the light of the relevant facts about the particular student and the particular situation. Some of the data will already have been obtained by the college; further information must be secured by interviews, testing, and other appropriate means. It is equally important to know the facts about the situation which has occasioned the difficulty. Advisers must devote considerable time to the gathering and interpreting of facts about a student before the interview.

##### b. A Mutual Effort

The student and adviser should attempt to cooperatively determine the appropriate course of action. It must become his decision in consideration of all available factors. He is the one who must execute it, and unless he intends fully to cooperate, the value of counseling is nullified. It is well to have it clearly understood just what the next steps are and who is responsible for them.



## c. Two Particular Points

Every student encounters normal difficulties because some desirable adjustments and insights seem to come only with time. Perhaps new adjustments have quite the same vividness as the initial ones of the first semester of the freshman year in college.

And, perhaps one of the most neglected fields in education, is the careful, well-informed counseling of the brilliant student and achiever, including counseling designed to give him opportunities for the full development of his intellectual abilities and interests.

## d. Rapport

A state of mutual confidence and respect must exist. The means of establishing this state of rapport lie largely in the personality of the adviser and in the manner with which he greets and consults with the student in the personal interview.

## e. Academic Counseling

The adviser should learn whether the student has a grasp of the new methods of studying required in college. A large number of freshmen do not understand that the volume of work required in college is greater than that in high school. The adviser must help the student to understand his limitations and how to overcome them.

One extreme is the tendency to oversimplify problems. The other extreme is the tendency to create issues where none exist. At no time does the adviser give definite advice without giving reasons understandable to the student.

## f. Your Importance As Adviser

The faculty adviser represents to the student the whole college and its interests in him as an individual. It is surprising how we remember the professors who influenced our way of living and fostered a desire to learn.

Good counseling anticipates and prevents many problems of discipline, and the advisers' alertness will prove invaluable.

Educational counseling may also be of service to the college by effecting minimal student turnover, migration, or student mortality.

## 2. One Well-Known Counselor Says.

"I believe that our goal is to help the individual to learn to use rational powers with respect to his own problems--his own life development. We differ, in counseling, from an instructor in logic who also assumes the sovereignty of reason, in that we want the individual to apply logic to himself--not formal syllogistic logic, but rather the logic of understanding his motivations and his capabilities and logic in planning his life development. This is what I mean by saying that the sovereignty of reason is a basic characteristic of the counseling relationship. We are indeed helping the student to learn to think clearly about himself."

"I see this as a reciprocating relationship, each of which both you and the student must experience before it is true. But you must conduct yourself in such a way that you do not expect the student to do for you what you can do alone."





The two of you should, together, develop into your full statures. Perhaps this mutuality of development into fullness of humanness is a 'ninth dimension' of the counseling relationship."

### 3. Other Suggestions:

Competition in college is both real and imagined. Disturbed relationships with parents are common and some students become severely frustrated when they fail to come up to parental expectations. A large percentage are able to resolve their problems but failure to do so may end in mental illness or even suicide, and create disturbance throughout a dormitory.

Rejection of campus standards also has been traced to emotional turmoil. Among these problems are vandalism, cheating on tests, theft of books, and pre-occupation with anti-intellectual activities. Others make poor grades compared with their ability. Many students were over-protected as children and reach college with no awareness of the value of money, the need to buckle down, or the incentive to cultivate real character. As a result, their integrity may come into question.

They prefer to push the tricks of the trade - the shortcuts and compromises that bring good grades but not intellectual accomplishment and personal growth in other positive ways.

Some parents do not realize how much help these young men and women need. Many do. Campus-life pressures both encourage and inhibit maturity and independence. The faculty adviser is urged to be interested in the student's personal needs as well as in his academic problems since a problem at home, for example, actually may be the primary cause of poor preparation for class.

### 4. The Counseling Setting:\*\*

- a. Put students at ease.
- b. Try to sense what the advisee is really seeking in being counseled. What does he hope to learn?
- c. Relate test results to something the student has said, a question he has asked, or a choice that he has made.
- d. Usually begin with interests or interest test results, high interests or scores first.
- e. Discuss with students their own comparative position in particular groups in terms of generalizations, such as upper third or lower fourth, rather than in terms of specific scores.
- f. Help students see the relationship of measured interests to past training and experience. Family interests, and so forth.

\*E. G. Williamson, "Characteristics of the Counseling Relationship," mimeographed and used by permission of the author.

\*\*Adapted from

Tennessee State Department of Education, 1956-57: p. 15.

Using Tests in Counseling, Leo Goldman, editor.





- g. Give time and opportunity for expressions of attitude about each test result.
- h. Give information slowly, not all at once.
- i. Give him an opportunity to indicate what the test results mean to him and to raise questions about them.
- j. Help students understand that test results are only one part of the evaluation of abilities and background.
- k. Show relationship of test results to failure or success in school subjects.
- l. Help students face evidence of strengths and weaknesses in background and ability, and help them recognize that to do otherwise is unfair to themselves.
- m. When dealing with achievement results, emphasize the pattern of strengths and weaknesses interpreted in terms of his own level, rather than concentrating on the over-all level.
- n. Help students understand the meaning and importance of norm groups.
- o. When dealing with intelligence, high scores might be interpreted as "can do the work assigned," "ought to have time for extra things"; for average, "can handle the work, but some things will be easy and some hard"; as low, "abstract work is difficult," "you find it hard to understand some things," "you will have to work hard to keep up," "academic matters are not your strong field."
- p. Discuss test results with students without becoming involved in the I.Q. concept. If students ask for their "I.Q.'s" explain that it is not too meaningful and may change several points from one test to another. Reiterate, if necessary, the information as to relative standing.
- q. Suggest that tests may help the student understand the kinds of competition he may encounter.
- r. Discuss standardized tests in the language of students.
- s. Give reasonable emphasis to any physical and environmental factors which may have influenced test scores.
- t. Suggest that measures of special aptitude such as eye-hand coordination, spatial relations abilities, clerical aptitude, and others may fit into the total evaluation of abilities.
- u. Indicate the importance of reading comprehension in certain areas of study and the part it may play in planning a study schedule.
- v. It is not to be assumed that a recent high school graduate's inclination toward a certain major field necessarily will be the subject matter field in which he will remain. Students with limited guidance and pre-conceived notions about certain major fields might "find" a different area gives greater satisfaction and success and therefore develop other academic interests and potentials.



## PART II

### Case Studies for Faculty Consideration

NOTE: These were chosen, not because they are typical but because they represent challenging situations. Names have been changed.

Case A. Milton C. was in his freshman year when his faculty adviser consulted with the counselor concerning his attitude toward his work. He seemed to be a very able student with high board scores but lacked interest in his courses and in campus life.

He worked hard to get out of high school but has had no motivation since. He might have had some personal problems. He did not write to his parents, who got in touch with the adviser.

Milton was visited by the counselor in the dorm rather than asked to make an appointment at the Guidance Center. He said that he had been told all these years that he had great potential but there was no good results. He doubted his ability. He said he had no trouble with his parents. He is not one to "follow the crowd". It was suggested that he come to the Center and he agreed, saying he appreciated the help given. He had seemed to the adviser and counselor to be somewhat secretive.

In a later interview he said he was impressed by the futility of life--"the release of life when someone dies is fortunate for them".

His father is a self-made man who has attained considerable success. The father is active in the mental health movement in their home community. Milton knows his own attitude was not normal. He felt pressure to follow in his father's path in achievement.

The C&C discussion leader said the boy was very conservative in class and in relation to politics. His adviser said he claimed to be openminded in religion. However, in the one campus organization he participated in he was aloof and discourteous to the leaders.

His parents telephoned for advice and the mother was almost hysterical, worrying about suicide. The father felt Milton had intense guilt feelings over some campus behavior (non-existent as far as any of them knew). They had had a physical exam which ruled out such possibilities as thyroid deficiency or anemia.

His Binet I.Q. was 132 when tested at this time. On the Minnesota Multi-phasic Personality Inventory he showed abnormal signs of depression, home conflicts and general confusion.

A long session with the father was helpful in understanding the boy.

Psychiatric help was recommended to the father and the boy to take place during the summer. This was done but although the psychiatric report was in accord with the above findings the rapport was poor and the sessions ceased after a few weeks.





There was no change after returning for his sophomore year and Milton wanted to drop out. He spent all his time out of class in the Dorm lounge watching T.V. He was referred to another reputable psychiatrist at his own suggestion. He reported this to be the first meaningful interview he had had, and wished to return home and commute for continuing psychiatric care. This was permitted through a medical withdrawal.

#### CASE B. The Case of George

George, sophomore, was brought to the counselor's attention by one of his teachers, who said he was aimless in class and didn't complete work assignments. He showed signs of disgust, like throwing a pencil on the floor one day while working in class. He said he had just 'existed' during the past summer. George had above average scores on the freshman placement tests.

He is Presbyterian, had been active in his church's youth group. He was in band, Beta Club, Science Club in high school, and editor of the school paper. He likes music but had decided on journalism as a career. This had been given up after his first year at St. Andrews.

He was asked to come to the Guidance Center to talk over his vocational plans. A few tests were given as a basis for personal conferences. He ranked in the 95th percentile in critical thinking (or logic); ranked in the 50th percentile in social intelligence compared to upper class members. He showed a normal variety in vocational preferences.

On the Minnesota Multiphasic Personality Inventory his feelings were shown as definitely on the maladjusted side.

He said in subsequent interviews that he had had a congenial room mate last year and wished he had been selected by him to be with him again this year. He sees little of the transfer student rooming with him now.

He feels the other students on the campus don't seem to have the motivation on the level of those at Virginia Tech, for instance, who are studying architecture. He seems 'detached' from everything. These feelings began last year and are getting worse. He has a car and plenty of money, so "why am I worried about not being productive?"

He thinks he has nothing to contribute to new groups or his associates. He blames St. Andrews, saying it is a glorified high school. He did approve of the play "Medea". He said the school paper was inferior until recently. He gets C's and B's without any studying, but did receive the one D. He has no feeling of accomplishment. One professor returned an essay, saying it was too long, and marking it 'incoherent'.

George feels he can't communicate in a discussion group. He knows it is his responsibility to seek a faculty conference but doesn't do so. He says he "doesn't mind criticism from one whose judgments he trusts--is not looking for constant praise". He wants to be challenged thoroughly by term paper assignments. He was referred to a faculty member--with his cooperation--to find a challenging approach to his course. He agreed to offer help to the editor of the campus newspaper.



He thinks there is too much time for introspection in college. He has two or three close friends of a quiet sort, with whom he plays cards, bowls and swims. George says he is not good at sports, lacks coordination. He used to be on a track team.

He complained that music majors were put ahead of better players in the band his freshman year.

George accepted an appointment at the Psychiatric Clinic at Chapel Hill. Their report was that he was of the Schizoid type with an uncertain prognosis, needing supportive, long term contact.

He completed his second year at St. Andrews. His future plans are unknown, although he talked of transferring to a school which in his opinion was more serious minded.



### PART III

#### TEST USES AND LIMITATIONS\*

Standardized tests, properly used in conjunction with school records, are helpful in selecting students for college admission.

B. Alden Thresher, Director of Admissions Emeritus,  
Massachusetts Institute of Technology, Cambridge

The most important evidence by which to judge a candidate for admission to college is his achievement in high school. If we had to limit ourselves to a single indicator, we should choose this, since there is a presumption (though never a certainty) that a student will perform in the next stage of education much as he has in the earlier.

But we now have more than a half century of experience to show that standardized tests, properly used in conjunction with school records, make possible a better selection than school records alone. "Better selection" means that we stand a better chance of identifying and bringing into college the promising student most likely to encounter difficulties into a program more appropriate to his needs.

Since the human cost of failures in college is very great, any device that helps minimize them is humane and desirable. Tests therefore should not be thought of as hurdles to harass and impede the student, but as aids in guiding him into fruitful education suited to his capabilities and preparation.

Why do tests improve college selection? One reason is that high schools differ markedly in their quality and standards, so marking scales are not always comparable. Honors sections, "fast tracks," and the like increase the difficulty of interpreting school marks fairly and intensify the need for objective standards of the sort provided by broadly based tests.

Second, school marks usually (and quite properly) reflects effort as well as achievement. They tell not merely what the student knows but how hard he has been trying.

Third, tests aid in identifying the brilliant underachiever, whose school performance may, for any reason, be below par; the overachiever of modest capacity, who by hard work may seem brighter than he is; and the memorizer, who may later have trouble with tasks that require reasoning power.

It is a common misconception that objective tests measure only rote memory and factual knowledge. One can, of course, construct tests that do only this. But objective tests are far more versatile. They can be used to measure intellectual operations of great subtlety and complexity, such as reading comprehension, verbal reasoning, interpretation of evidence, and sensitivity to shades of meaning. Because these are tasks with which college students must be able to cope, such tests are useful indicators of students' ability to benefit from and enjoy higher education.

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\*Permission for reproduction granted by Mildred Sandison Fenner, Editor, National Education Association, October 10, 1963, for article appearing in the Journal, October, 1963, pp. 17-19.





It is a mistake to assume that colleges use tests as the sole criterion for admission. I know of no college unwise enough to do this. Experienced admissions officers are well aware that the selection of an entering class involves judgments of many aspects of human excellence, not all of them reducible to numbers. Standardized tests measure intellectual qualities of central importance for higher education, but they cannot, and never were intended to, appraise all the dimensions of human character and personality.

The most common mistakes made in interpreting test scores arise from misunderstanding what the numbers mean and from overestimating their precision. Let us take, for example, the most widely used admission tests, those of the College Entrance Examination Board. These are scored on a scale ranging from 200 to 800, so chosen that the average is 500. The standard deviation is 100, which means, in practice, simply that about two-thirds of the group will have scores between 400 and 600, or in other words, within 100 points of the mean.

The scale is a "thermometer scale," in that it has no top and no bottom. This implies that no student has either a complete knowledge of the subject, or zero knowledge. The scale simply serves to rank all the candidates to each other--to indicate a student's relative standing in a group. Implying no limit on what a student has achieved or may achieve, it is in complete contrast to the earlier, conventional practice of marking on a scale of 100 with a passing mark at some arbitrary value such as 60. The latter scale implies an absolute standard of knowledge and a ceiling upon it.

A test score, regarded as a single number, is meaningless except in relation to other numbers. A score of 550 derives its significance both from the nature of the scale and from a knowledge of the norm; that is, the particular group tested, to which the scale is adjusted. The group may, for example, be either a representative sample of all high school seniors or of all college freshmen. The meaning of the score obtained by a given candidate would be quite different as measured against one or the other of these norms.

In view of this, it constitutes a major error to discuss test scores without a full knowledge of the norms against which they are scaled.

The second major error in interpreting test scores is overestimating their precision. No test score is completely precise, just as no measurement of weight or length is completely precise. Every score, like a weather prediction, merely expresses a probability. Experienced counselors realize, however, the probabilities can be of great help in arriving at educational decisions.

Three important concepts of measurement need to be understood. The first is validity, that is, effectiveness in predicting a student's performance in college. Validity is measured by the extent to which high test scores tend to be followed by high performance in college and vice versa. It is never perfect because the result is affected by many causes other than student ability.

Tests constructed by experienced teachers are likely to have a high degree of "face validity," independent of any statistical study of individual test items.

Second, the so-called error of measurement is present in any test result. If a student were to take a great many forms of one test, the average of these individual scores would approximate his "true score." But each actual test score differs from this by a varying amount. The standard error of measurement summarizes this variation.



For example, his standard error of measurement is about 30 points. For a score that is characterized by a standard error of measurement of 30 points, the student's actual score will not be more than 30 points above or below his "true score." So a score of 500 on the SAT is best thought of, not as a precise point but as a range of something like 470 to 530, with somewhat fuzzy boundaries. The standard error of measurement for other College Board tests ranges from 20 to 39.

Third is the concept of reliability. While the standard error of measurement shows the accuracy of the candidate's score in relation to his true score, the reliability means the accuracy of his score in relation to those of others who took the same test. This, in turn, depends not only on the standard error of measurement but also on the composition of the group taking the test.

If, for example, a very able group of students is tested, the scores will cluster near the top of the scale. An error of measurement of 40 points in the case of a single student might cause him to be ranked far down in this select list. On the other hand, if the group tested were a random sample of all high school seniors, the scores would extend over the entire range, and an error of measurement of 40 points would make little difference in the single student's rank position.

Anxiety and fatigue probably affect the test scores of some individuals. However, extensive studies of the performance of large groups of students taking tests for college admission have failed to show any systematic group or average effect on test scores as the result either of anxiety or fatigue.

The possibility remains open that single individuals might show either positive or negative effects, since anxiety has a stimulating effect on some people and an inhibiting effect on others. These effects might tend to cancel out, however. In the absence of detailed knowledge of these effects, which must in any case be small, they are best allowed for as are other sources of error, that is, by regarding a test score as a range, with somewhat fuzzy boundaries, rather than as a precise value.

Comparisons among different individuals and among different tests show, in general, wider variations than that typified by the 30 point standard error of measurement of the Scholastic Aptitude Test (verbal). The scores of two students on this test should differ by at least 80 points to indicate a certain and reliable difference in ability. In comparing College Board achievement test scores in different subjects, 100 points is the minimum to indicate a significant difference in ability. For differences of small degree, the verdict must be simply: probably significant, but not proved.

Over a one-year interval, the growth factor is responsible for average gain of 15 to 25 points in test scores made by groups. Since these values are small in relation to the standard error of measurement, it is not safe to draw conclusions about the academic growth of an individual from successive scores, although group averages do have some meaning. Similarly, there is a small practice factor (about a 10 point increase) observable in group averages upon repeating a test a little later.

The combined effect of errors of measurement and practice can produce differences of as much as 100 points. In rare instances, when an individual takes an aptitude test on two consecutive days, since these possibilities of variation are, in general, greater than the average growth factor, small score differences in successive tests of an individual should not, in general, be taken as indicating a change in ability.





Finally, in view of the considerable error that may be introduced in seeking to compare different tests, particularly if they are composed of items selected on different principles, it is usually a hazardous practice to establish equivalent scales of scores for two different sets of aptitude tests prepared by different testing agencies.

Efforts have been made to prepare such equivalents, but competent statisticians have come out with widely divergent results. So we can say that one important limitation in test use is set by the danger of seeking to equate tests which are different in origin and composition. This being the case, occasions may well arise when the student ought to be advised to take two different sets of tests, even at the cost of some inconvenience, if he is applying to colleges which have different test preferences.



(Supplementary Faculty Adviser Aids...for addition to adviser's copy of Student Handbook)

#### PART IV

##### Other Aids for Counseling

Note: The following paper for reading by Faculty Advisers is one made available by Dr. Williamson for use by participants in a recent Danforth Conference.... Advisory personnel should find his suggestions helpful.

#### CHARACTERISTICS OF THE COUNSELING RELATIONSHIP<sup>1</sup>

E. G. Williamson

Dean of Students and Professor of Psychology  
University of Minnesota

We give a great deal of attention in the training of school counselors to technique and to skill in conducting interviews and interpreting data and transmitting information. Indeed, we spend so much time and devote so much attention to the technique aspect of the counseling process that perhaps we have unintentionally understressed the obvious fact that counseling is a very human relationship. I will seek to redress what I think is an imbalance between technique and relationship in the counseling interview by identifying some characteristics of the relationship.

The counseling relationship is a relationship of a special type; it is contrasted with a commercial relationship. In a commercial relationship an effort is made to exchange objects or services for financial pay. The relationship is friendly and courteous, as in the counseling interview, but the objective differs with respect to intimacy, depth of feeling and effects sought. The counseling relationship is a special kind of human relationship similar in many respects to that maintained in Western culture among members of a family.

In the first place, the counseling relationship is highly individualized, even when it takes place in a group process. This is the result of our cultural heritage. In our culture we prize, almost above everything else, the unique individuality of each student. This is part of our basic contention that only the individual is significant. Indeed, we prize individuality probably more than did the medieval Romans in the Renaissance because they restricted emphasis upon individuality to certain classes and status groups, whereas in our American tradition, every individual is held to be at least potentially important as an individual. Despite the current emphasis upon the organization man and mass conformity to traditions and mores, basically in our way of thinking about people, we prize each individual. It is natural, therefore, that in counseling we should individualize -- we should center our attention upon the unique individual sitting before us. To be sure, sometimes this is somewhat difficult to

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<sup>1</sup>This paper was first read at the 1960 NDEA Summer, Institute, University of Minnesota, Duluth Campus. And adaptation was later delivered as part of a paper at Kansas State College, Pittsburg, and was published in CURRENT STATUS AND FUTURE TRENDS IN STUDENT PERSONNEL, E. G. Kennedy (ed.), July, 1961, pp. 39-43.



achieve because we identify uniqueness by projecting the individual against the background of the group. We do this because group norms are ways of highlighting individuality by contrast and comparison. Sometimes, however, we become so concerned about group norms that we understress individual uniqueness and overstress conformity to the group norm as a standard.

A second characteristic of the counseling relationship is that it is personalized. One can individualize relationships and still be impersonal. The word, sympathy, at one time carried relevant meaning, but it has become sentimentalized and one hesitates to use it. Nevertheless, sympathy would properly denote that the counselor endeavors to understand the individual. That is, he tries to "put" himself in the individual's place, emotionally and psychologically, so as to understand him for purposes of assisting him.

A third characteristic that I wish to stress is that the counseling relationship is a helping relationship. It is not a commercial transaction to extract something from the individual. It is rather a service relationship. It is regrettable that we have hackneyed the work service so that one hesitates to use it. Nonetheless, the helping relationship concentrates upon the problems, difficulties, adjustments, and possibilities of the individual. In fact, we may have become so problem centered in this helping relationship that we experience difficulty understanding that counseling is also for those who do not experience immediate problems. In some respects, it is as though we thought that to become eligible for the counseling relationship one needs to experience something "wrong." But I believe the counseling relationship is useful for the normal individual -- in anticipation of his developmental stresses and strains. It is also adaptable to helping the individual whose potential will probably be more closely approximated if he has a helping relationship with someone outside of his family. In the helping relationship, then, there are difficulties to be solved and potentialities to be realized.

Indeed, one can become sentimentally ineffective in stressing this characteristic of the counseling relationship. One can do what I did when I first began to counsel--to search for problems and to ask in the initial stages of the interview, "What problem did you wish to discuss with me?" If the student says "none" then the interview terminates.

I can recall vividly, in the fall of 1926, when I first began to counsel students, the rotation of the universe brought to the chair opposite my interviewing desk a lovely Swedish blonde freshman with beautiful blue eyes. I asked her this same question. She said, "I have no problems." So reluctantly I had to close the interview. I interpreted the counseling manual to read that all students had problems--so I began my interviewing with the assumption that if I could just ask the right question, out would tumble a whole box of Pandora's problems. But I now reason that counseling, when properly structured, can deal with the no problem case, as it is called. We can, indeed, help those who are normal and even those who are satisfied with their present status in the school system. In contrast, there is a school of thought which bases its logic on a felt need for counseling. But it seems to me that the counseling relationship is of such a pervasive character that it has something to contribute positively to those who have "no problems or who are not conscious of their problems, but who do have potentials to be realized."





A fourth characteristic of the counseling relationship is that it has a future emphasis--a developmental thrust. I like to think of the backdrop structure-form of counseling as the generalized developmental curve of human development.

In this respect, through counseling we seek to help the individual anticipate the future by making his aspirations and potentialities come true--by so organizing his thinking about himself and his aspirations for his future development that he has a better likelihood of achieving his potential. I would suppose this is the reason why we tell students what their academic abilities are, in the hope that this will stimulate them to aspire to use them. This is one of the basic psychological assumptions of counseling. But there are some difficulties in the application of such an assumption. For example, one of our tribal mores is that, being academically minded, we assume in a hazy way a high correlation between abilities and aspirations. That is, when we identify a high I.Q., we take it for granted that the individual wants to use it in highly motivated academic efforts. Such an assumption is not always justified. Nevertheless, sometimes we become indignant with the "loafing" high-ability student because we think that he "should use his ability." There is an implied moral imperative in our thinking. But we should not be startled if some individuals respond, "I don't want to use my ability, then I'll have to work hard."

A fifth characteristic of the counseling relationship which differentiates it from many other kinds, including some teachers' relationships with students is that it is life centered. In counseling we are helping individuals to build their lives in a totality. Our technical terms--self-concept, self-image--reveal that we are dealing with the humanness of the individual. He is not merely a customer, he is not only a client, he is a human being. Sometimes this assumption is unpalatable, especially when we deal with a "misbehaving" delinquent. Then we are not fully convinced of his "full" human potential. Nevertheless, counselors, like all educators, are eternal optimists about human potentiality of fullness of development.

The sixth characteristic I wish to stress is the affect dimension of the counseling relationship. We are concerned not merely with the identification of aptitudes, but with aspirations--with positive dynamics. But, if one reads the short history of counseling, one learns that this doctrine was not always held. A half century ago, emotions came into the (school) counseling relationship as a disruption to be eliminated and as a disturbance in the normal intellectual development of the individual. Indeed, the early literature of guidance deals with affect as something to quiet down so that it will not interrupt the development of the individual.

But today we think of affect as positive in cultivating the desire to want to be what the individual is capable of becoming. That is, affect is a forward pulling thrust, rather than a distraction. Many times I conclude that the affect dimension of the counseling relationship may have more positive good than almost anything else because many adolescents need a friend--a sympathetic friend outside of the family. To find this type of sympathetic relationship, highly emotionalized, actually may do more to cultivate confidence in self and desire to become oneself than almost anything that the counselor says. To be sympathetic in this emotional relationship may be to counsel more effectively.



Now, being school teachers, intellectually and verbally skilled, the logical and ordered use of words is our stock in trade. And, consequently, sometimes this proclivity induces at least the beginning counselor to want to have the air between you and the client filled with words--preferably in proper syntax, but irrelevantly if you cannot think of anything that is relevant to the situation. We are often embarrassed by silence and, therefore, we tend to think that unless someone is talking about something that counseling is not taking place. But experience in counseling leads one to the conclusion that sometimes sympathetic silence is more effective than grammatically correct conversation.

There is a seventh characteristic of the counseling relationship that I wish to identify. Unfortunately, in my experience it is less referred to today than in former years. I discovered a peculiar phrasing of this characteristic--"the sovereignty of reason."<sup>2</sup> This is a beautiful phrasing of an under-emphasized characteristic of counseling. The history of western education is built upon the assumption that man is a "thinking" animal, among other capabilities, and that one of the basic purposes of education is to help him to think logically, consistently and constructively about himself and his relationship with his universe--that is, to "reason" about his adjustments. Indeed, education in Western culture is based upon this particular assumption and objective. Regretfully, in my opinion, sovereignty of reason has been unduly modified by contemporary emphasis upon affect relationships.

Paranthetically, it sometimes seems that we cannot live with two ideas underlying human behavior--we have to accept one and reject the other. But, if one agrees readily that the last century has revealed that man is indeed an irrational animal and, therefore gets himself into trouble because he does not think straight--because his emotions block his rational processes--it is not thereby necessary to discard reasoning as basic in man's adjustments and development. Someday we will get the whole man together--cerebral cortex as well as autonomic nervous system. But today in counseling we seem to think in terms of either-or, that is either intellect or affect.

I believe that our goal is to help the individual to learn to use rational powers with respect to his own problems--his own life development. We differ, in counseling, from an instructor in logic, who also assumes the sovereignty of reason, in that we want the individual to apply logic to himself--not formal syllogistic logic, but rather the logic of understanding his motivations and his capabilities and logic in planning his life development. This is what I mean by saying that the sovereignty of reason is a basic characterist of the counseling relationship. We are indeed helping the student to learn to think clearly about himself.

An eighth characteristic of the counseling relationship has to do with something we too infrequently discuss in counseling literature. It has to do with treating the individual with respect and dignity. Unfortunately these are two words that are seldom, if ever, used in counseling literature. Yet they are basic in the assumption underlying counseling. In counseling we treat the individual

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<sup>2</sup>Gordon Watkins: "Address," National Association of Student Personnel Administrators. PROCEEDINGS. June 19-22, 1956, p. 146.





tudent with respect and dignity. Sometimes this attitude alone helps the individual to reach the conclusion--at least a tentative hypothesis--that he is worthwhile. Indeed, such a relationship gives him a valuation of himself and may do more than anything one says to cultivate an aspiration to become himself. That is, we treat our clients as though they were human beings with full potentiality. We counselors could profitably immerse ourselves in the literature of the humanities, which stresses a sense of personal continuity and personal worth. We would then be conscious of a sense of history--one's own development, as well as that of the race, and a sense of personal dignity and worth of the individual as a participant in the continuity doctrine because we, too, want the individual to have a sense of history--his own as well as that of his culture and other cultures--and a conviction that man's struggle for freedom and dignity has new unexplored stages of development and that what makes our culture worthwhile is the worthwhileness of each individual member of that historical continuity. These are sound counseling doctrines that we understress but which are implicitly assumed. I think of this right characteristic as best worded by President Pusey's definition of the role of the teacher. "The purpose of the teacher is to help the pupil grow beyond competence into full humanity."<sup>3</sup> This concept of the counseling relationship is a challenge that is very worthwhile facing up to--to assist in growth beyond competence, and beyond citizenship competence. President Pusey did not do what some liberal arts people do--set the humanities against the vocation and thus plunge us into either-or confusion. President Pusey ordered a sequence which, to me, is sound counseling--helping an individual grow beyond competence into full humanity. The more I think of this concept the more I think it opens new vistas, new stages of development of the counseling relationship itself. The counselor himself is an instrumentality for helping the individual to explore dimensions of his own humanity, not only intellectual competence, but the competence of being a full being with rich elaboration of concern for others, for the dignity and worth of others, and not merely centering upon one's own self image.

One last point of relevant conclusion--as a counselor aids a student to develop into full humanity, the counselor is himself developing into his own fullness of potentiality. I was once asked, "Is it right for me, as a counselor, to experience satisfaction in the counseling relationship?" Now that is an intriguing question. It could be answered, "No, you are only an instrumentality, and if you enjoy it, you are thereby depriving your student of his full service, as it were." I suspect that there are some counselors who feel guilty if they derive an emotional thrill out of a counseling relationship. Some may have been taught that a counselor must not intrude his own problems and needs into the counseling relationship. Perhaps this tribal dogma has been over-generalized to the conclusion that, if a counselor "enjoys" the counseling relationship, then he is exploiting the student for his own needs. Perhaps this is what the counselor meant when she asked, "Should I feel guilty if I get an enjoyment out of the counseling relationship?" My answer was, "I see this as a reciprocating relationship, out of which both you and the student must experience basic satisfactions; but you must conduct yourself in such a way that you do not exploit the individual for your own satisfaction alone. The two of you should, together, develop into your full stature. Perhaps this mutuality of development into fullness of humanness is a ninth dimension of the counseling relationship."

<sup>3</sup>Nathan Pusey, "The Exploding World of Education," FORTUNE, September, 1955,



NOTE: The following paper for reading by Faculty Advisers is one page available by Dr. E. G. Williamson for use by participants at a recent Danforth Conference. Advisory personnel should find it helpful.

## THE COUNSELOR AS "TECHNIQUE"

E. G. Williamson

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It has long been traditional to teach beginners in counseling the many techniques to be utilized in counseling interviews. For example, what use to be called "rapport" was to be established by friendly greeting, by courteous invitation to be seated, by inquiry about the weather or a recent basketball game or some other relaxing and disarming topic of conversation. This opening gambit was to be followed by an inquiry, "What can I do for you?" or "What is your problem?" or some other invitation to turn the current perplexing question or substance of inquiry which caused the individual to want to be counseled.

Following this initiating technique, most counselors have varied in the degree of active interview participation by the counselor and counselee. Yet all counselors have stressed the importance of content of conversation, the subject of which was the student's own problems encountered in daily living. In fact, the student's problems were the content of counseling and techniques of interviewing were employed for two purposes. First, conversational techniques (including silence and facial gestures) were employed to aid the students in "releasing" tension preparatory to conversing about his problems. And secondly, techniques were employed in appraising his potentialities and searching for means of "correcting" or solving his problems.

Without depreciating the utility of this type of counseling technique, I suggest that there is another approach to the teaching and learning of technique of conducting a counseling interview. I wish to explore this alternative, but not competing category of technique. I refer to the counselor himself as a technique of counseling, not only what he does or says in the interview, but how he conducts himself and the manner of often un verbalized communication. I suggest that the style of living of the counselor himself is an extremely important and effective technique in counseling. I shall argue at a later point that consideration of the counselor as technique leads us at once into the phenomenon of the student's perception of the counselor as he directly observes and actually experiences the counseling relationship.

But first let me make explicit my bias concerning the purpose of the interview while avoiding the sterile topic of "neutrality" of the counselor as to the outcome or result, yet I am not forced to accept the alternative of aggressive "manipulation" of students. Rather am I committed to a philosophy of education in which counselors seek to help students "become" their highest potentialities -- even though we now face the complex and ever soon-to-be solved task of defining what "bests" are better than the less than best some of our students achieve. In other words, I firmly believe counselors are in the "influence business" and therefore must struggle with ethical problems, searching for models of character development both for themselves (my present thesis) and of their counselees. It is efforts at self-actualization of the counselor or one's potentialities that differentiates counseling





from laissez faire in education. And the troublesome ethical problems of hierarchies of "best" in behavior cannot be avoided by claimed neutrality of influence even in the self-actualization movement.

First, let me establish the case for counseling as a means of influencing the form and character of the life development of students. I hold the view that education is a means of influencing the character, the manner of living, the kind of person each student will come to be. I subscribe to the Philosophy of education held by U Thant of Burman, himself an experienced educator:

"One of the most important tasks of the teacher, as I understand it, is to bring to clear consciousness, the ideals for which man should live. Education cannot mean merely the development of an intellect or our potentialities, for there are potentialities for evil in us as well as for good. Nor can it mean mere preparation for life, because life may be worth living or it may not. Our educators must realize as clearly as possible what kind of potentialities they are to develop in their students, what kind of life they are to educate their young people for. The ideals which constitute the essential elements of culture must first be clearly understood and appreciated."<sup>1</sup>

In further support of this viewpoint of the utility of counseling, I point to a supporting statement by Gardner Murphy:

"Every one of us teaching in the grades or in college, every one of us counseling or guiding, is working with a potential which expresses an interaction between a hidden force and an instigator. We are all working with the naturenurture problem in one form or another. We are all gathering data which involve 'testing the brute' to see how far people with built-in limitations or built-in potentialities can be lured, enticed, stimulated, into richer or stronger, healthier or more happy patterns of life."<sup>2</sup>

Huston Smith also defined the societal role of education in these succinct words: "education has been the means by which the adult generation transmits to the oncoming generation the internal equipment it deems necessary for the good life."<sup>3</sup>

In line with such a philosophy of education I hold the view that, with regard to character formation, education should function to introduce each student to "role-models" from which he may select the ones which he considers to be appropriate to his aspirations and on whose pattern he builds his own life--introduces, not indoctrinates,

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<sup>1</sup>U Thant: "Education and International Misunderstanding, "TEACHERS' COLLEGE RECORD. 62, No. 1, October, 1961, page 3.

<sup>2</sup>Gardner Murphy: "New Vistas in Personality Research," THE PERSONNEL AND GUIDANCE JOURNAL. Vol. XL, No. 2, October, 1961, page 115.

<sup>3</sup>Huston Smith: "Values -- Academic and Human," THE LONGER LEARNING. Marjorie Carpenter, Dubuque, Iowa. Wm. C. Brown Company, 1961, pages 19, 20.





Imposes, or requires slavish acceptance. We have long recognized the utility of introducing students, through biography and autobiography, to great heroes which they may or may not select as models for their personal development. While this use of early models begins in the home and is strongly emphasized in the content of the elementary school curriculum, yet the utility of hero models continues probably throughout one's life.

Teachers themselves often serve as models of influence in the lives of students at all ages. This we have known for many decades. But the literature of counseling says little, if anything, about the counselor himself serving as a hero-model, as a technique of achieving the goals of counseling.

I argue the thesis that the very way in which a counselor maintains his relationship with the counselee may well be effectively and ethically exploited in character formation. And, in fact, I believe that there are desirable characteristics of the counselor as a human being which may be intimately related with the effectiveness of counseling. I am not arguing for a standardized personality of counselors or even for an orthodoxy of belief; but I am suggesting that, without restricting the desirable diversity of individuality in counselors, yet we also can place desirable emphasis upon certain common characteristics in order that counseling may achieve full effectiveness in terms of full development of individuality of the counselee.

Let me suggest the following desirable characteristics of the counselor viewed as technique:

The counselor's philosophy of human development should show through his behavior. He should adhere to an expectation of hopefulness and optimism concerning the outcome of the human enterprise and of the individuals holding membership in that enterprise. He should be an eternal optimist who, at the same time, recognizes regretfully that many individuals do not achieve full development of their potentiality -- intellectually, morally, and emotionally. While thus avoiding both cynicism and foolish optimism, he nevertheless works with modest confidence that, because of his own expectation and acts of helpfulness, there is greater likelihood that his counselees will approximate full humanity.

His efforts at effective relating with the student must issue from his own acceptance of himself as he is. Samler rightly asserts that "acceptance of and respect for others follows only from acceptance of and respect for oneself."<sup>4</sup>

But the counselor, to be effective as a role-model should accept himself at his own "best" and as the resultant of his personal efforts to actualize his potentialities for the "best."

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<sup>4</sup>Joseph Samler: "An Attempt at Synthesis," BASIC APPROACHES TO MENTAL HEALTH IN THE SCHOOLS. A Reprint Series from the Personnel and Guidance Journal, 1961, page 62



His manner of relating to students should also be one of kindness without obsequiousness. His manner of interviewing should be friendly and warm, as one human being relating to an equal. Indeed, his behavior should reflect his belief in the dignity and worth of the individual student. This does not require that he consider all students identical in worth, but rather that they are equal in the opportunity to develop their unique and full potentiality.

His own personal integrity should be beyond doubt and should be explicitly known and respected among students.

His technique and style of relating to students should be such as to establish clearly his expertness in aiding students in their efforts toward full development.

His unobtrusive but clearly perceived expertness should also indicate that he has a penetrating understanding of humans, their capabilities and potentialities, motivations and aspirations.

His behavior should be such as to be identified as carrying on his own "independent intellectual life,"<sup>5</sup> both in his own technical field and in the broad literature of human cultures. He should clearly be more than a competent technician: he should be viewed as a broadly informed and cultivated educator.

He should personify in his behavior those academic virtues that symbolize personal commitment to the high mission of educating youth, both in their full actualization of potentiality and also in their full actualization of potentiality and also in their dedicated service to the human enterprise.

He should exemplify in his own professional operation in the counseling interview, the relevancy of research design and rigorous thinking to the students' efforts at full self-understanding. This characteristic is stated best in these words: "The habit of sifting evidence, weighing bias, winnowing fact from opinion, assessing the judgments of others, and reaching an opinion of one's own with due regard for the possibility that new found evidence may change it tomorrow.... is a way of mature and responsible thinking which can affect one's competence in every aspect of living."<sup>6</sup>

He should clearly be perceived as advocating and practicing persistent striving for personal excellence in all dimensions of development, intellectual, moral and interpersonal relationships in the pattern set by Gardner for all of education.<sup>7</sup>

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<sup>5</sup>ORIENTATION TO COLLEGE LIFE LEARNING: A REAPPRAISAL. Washington, D. C., American Council on Education. 1951.

Dean Simpson of the College, University of Chicago, questioned whether high school counselors in fact do have an "independent intellectual life." Such a doubt reinforces those expressed earlier by the Carnegie Trustees as to counselors' commitment to the "intellectual goals of the school." EDUCATION AND THE ACADEMICALLY TALENTED. Carnegie Foundation for the Advancement of Teaching. New York, November 9, 1958. (Reprinted from the 1958-59 Annual Report), page 7.

<sup>6</sup>Joseph Satin, Ed. THE 1950's AMERICA'S "PLACID" DECADE. Boston, Houghton Mifflin Company, 1960. Houghton Mifflin Research Series, No. 6, Publisher's note.

<sup>7</sup>John Gardner: TEACHING. Harper and Row, Inc., New York, 1951





His professional conduct should exemplify the "intellectual virtues"<sup>8</sup> or honesty without the distortion of personal bias; broad scope of relevant knowledge; dialectical agility in his use of such knowledge; and sensitivity, especially concerning persons.

In both his private and his personal life, he should exemplify the "academic virtues" of diligence, moral honesty and also commitment to academic freedom of inquiry, through expression of convictions on all topics, issues and controversies.<sup>9</sup>

Perhaps my thesis of the counselor as technique is best communicated by an active biographic model. The historian, Morison, described the "first" dean of students, Briggs of Harvard, in these words:

"He performed the miracle of exercising a personal influence on a large and increasing student body. The humanity, perception and kindly humor, which enlivened his printed reports, were so evident to the undergraduates that it is said men used deliberately to 'get into trouble with the office' in order to talk with the Dean."<sup>10</sup>

Let me close my analysis of this topic by the suggestion that my thesis be subjected to research. I do not suggest that counselors be inventoried as to agreement or rejection of my hypothesis. Rather do I suggest that we inventory students as to their perceptions of counselors' characteristics which show through the "helping" relationships. The perception of counseling and counselors, as students have experienced them, may prove to be crucial in organizing and maintaining effective counseling services.

Perhaps someone will use my hypothesis for thesis research. It would, for example, be interesting and useful to learn to what extent our counselees perceive us as exhibiting some, all, or none of these characteristics as role-models for youth. If none are so perceived, then what is our self as perceived by our counselees?

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<sup>8</sup>Huston Smith: op. cit.

<sup>9</sup>Ibid.

<sup>10</sup>Samuel Eliot Morison (ed.): THE DEVELOPMENT OF HARVARD UNIVERSITY. Harvard University Press, Cambridge, Massachusetts, 1930, p. xxxv.





